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ABSTRACT

This booklet contains a collection of practical resources and activity suggestions for family day care mothers. Materials were gathered in 1973 as part of a 2-year project to train family day care mothers. (A summary report of the project is also provided.) Materials related to the various aspects of providing a safe, healthy, educational environment for young children includes: (1) an outline for the initial parent interview; (2) record keeping aids (income tax tips, attendance sheets, and a day care mother's self-rating form); (3) emergency procedures and information on common health problems; (4) questions and answers pertaining to day care legal issues; (5) nutrition facts; (6) ideas for indoor and outdoor play areas and interest centers; (7) lists of learning activities and equipment for infants, toddlers and preschoolers (including many ways to use cardboard boxes); (8) a list of children's books, and (9) free and inexpensive publications. The summary report of the Educational Day Care Consultation project describes its objectives, features, staff and participants, research component and some results and conclusions. A total of 97 licensed caregivers were included in the project which provided home visits from experienced child care workers, developmental toys and materials for the children, and bi-weekly group meetings. Short appendices include an outline of the group meetings, materials and checklists distributed to participants, and a list of suggested community resources. (ED)

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A Resource Book for Family Day Care -- Part I
Summary Report: Educational Day Care Consultation Project -- Part II

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AT HOME WITH CHILDREN

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AT HOME WITH CHILDREN

Part I. A Resource Book for Family Day Care — Page

First Things, First - Parent Interview 1

Emergency Information Outline 4

Recordkeeping Aids 5
- Day Care Mothers Self Rating Form 6
- Attendance Sheet 10
- Income Tax Deductions for Family Day Care Homes 11
- Daily Day Care Costs 16
- Day Care Weekly Expenses 18

Children Learn through Play 20

Indoor Play Areas and Interest Centers 24

Box Bonanza 29

Finger Plays 36

Books that Pre-Schoolers Choose 41

Language Games 45

Active Games for Pre-Schoolers 48

Creative Indoor Equipment 50

Nutrition 51

Information on Common Medical Problems 56

Legal Issues in Day Care 59

List of Free or Inexpensive Publications 62

Part II. Summary Report of the Educational Day Care Consultation Project

Introduction 65

Recruitment of Day Care Mothers 67

Project Staff Members 68

Program Features 70

Group Meetings 72

00006

Page

Home Visits 72

Educational Materials 73

Community Services 75

Research Component 78

Conclusions 93

Appendices

A: Group Meetings 96

B: Suggested Toys and Materials for Family Day Care Homes 101

C: There's Help in the Community for You 105

Bibliography 107

PART I

A RESOURCE BOOK FOR FAMILY DAY CARE

by Thelma Valenstein

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INTRODUCTION

This resource booklet was developed in 1973 at the University of Michigan School of Education in the course of a two-year project to train family day care mothers. A total of 97 licensed caregivers were included in the project which provided home visits from experienced child care workers, developmental toys and materials for the children, and bi-weekly group meetings. A summary report of the project (Part II) is included at the end of this resource booklet.

The booklet does not pretend to be a complete how-to-do-it book on family day care but does bring together information and resources that the day care mothers in our program found useful in carrying out their caretaker role of sometime administrator, sometime teacher, sometime cook, and sometime nurse.

30909

FIRST THINGS, FIRST--PARENT INTERVIEW

Your first visit with the parent of a child you are going to care for can make his adjustment easier and assure that both you and the parent will be comfortable with the arrangement if some things are understood and decided in advance. Here are topics that might be covered in that first interview.

1. Request that the parent bring the child along for the interview.

   A. You can see how parent and child get along.
   B. You can see how the parent disciplines the child.
   C. The child can meet you ahead of time and see your home so that she will not feel like a complete stranger when her mother drops her off.
   E. Meeting the child will help you determine whether she will fit in with and be happy with the other children.

2. Tell the parent it is sometimes difficult to tell in the first interview how things will work out and that you would like to consider the first two weeks as an adjustment period. You will consider it your responsibility to let her know if the child seems unhappy or that the arrangement is unsatisfactory for some other reasons, and you feel the contract should be terminated.

3. By asking about the child's habits and preferences, you can get to know him better and make his adjustment easier.

   A. Eating habits: likes and dislikes.
   B. Sleeping habits:

      Does the child usually nap? How long?
      If not, is this acceptable for your routine and care of other children who will be napping?

   C. Play Activities:

      1. Outside play restrictions, crossing streets, distance from home they are allowed to go.
      2. What are his favorite toys or activities?
      3. Will the child bring some of his own toys?
      4. Will he be expected to share these?
      5. Can you take the child in the car on picnics or other outings?
      6. Will the mother bring an extra set of clothes even for older children in case of spills, mud, etc.?

D. Toilet habits:

Is the child trained?
How often does the child need to go to the bathroom?
If you help to train the child, will the mother be interested in knowing how you do it so that it can be carried through at home?

E. What will the child call you?

F. To whom will you release the child at the end of the day? Will you release the child to anyone else if the mother gives you the name and description of the person coming in advance?

4. Discipline:

A. Do you and the child's mother have similar beliefs and techniques so that the child will not become confused? She should know that complete agreement is never possible.

B. Will the kind of discipline the child needs and the child's behavior in general fit in with the other children already in your home?

C. Does the child have temper tantrums? What does the natural mother do? How would she like you to handle this?

5. Illness:

A. Name of child's doctor.
B. Written permission to take the child to the emergency room if necessary.
C. Decision on whether you will call the parent at work if the child has a fever.
D. Agreement on whether you will allow the child to come when he has a cold.
E. Agreement that you will inform her of any illness that other children in your home may get.
F. Does the child have any allergies?
G. Plan for emergencies if you or a child has to go to the hospital.
H. What immunizations has the child had?
I. Can you give routine medicine such as aspirin?
J. Telephone number of both parents and grandparents or other relatives.

6. Fees:

A. Overtime

Fees: (Continued)

B. More than one child in the same family.
C. Sick days
D. Vacation days for the parents when the child would not come.
E. Who will furnish food?
F. Vacation plans for you and also child's family - can you refer them to another day care mother while you are gone?
G. When will you be paid if mother is beginning a new job?

7. Emergency information - A form for emergency information which you might like to keep for each child is on the following page.

EMERGENCY INFORMATION

Name of Child: _____ Date: _____

Home Address: _____ Tel. No. _____

Father's Name: _____

Place of Business: _____

Telephone No. _____

Mother's Name: _____

Place of Business: _____

Telephone No. _____

Friend or Neighbor's Name: _____ Tel.No. _____

Doctor's Name: _____ Tel.No. _____

Address: _____

For Emergency Use at Hospital:

I hereby give permission for emergency treatment of my child _____ if requested by _____, the day care mother caring for him/her.

_____

Parent's signature

For child's doctor:

I hereby give permission for emergency treatment of my child _____ if requested by _____, the day care mother caring for him/her.

_____

Parent's signature

30043

RECORDKEEPING AIDS

Because you are using your own home for day care, the Internal Revenue Service allows deductions on mortgage payments and utilities for your home as well as expenses for food, toys and other supplies you use in day care. The article that follows, "Income Tax Deductions for Family Day Care Homes" describes these deductions in detail. An Internal Revenue Service agent (listed in your phone book) will answer any questions you might have and will also help you make out your income tax return.

The attendance form, daily day care cost and day care weekly expense forms that follow will help you in your recordkeeping. A careful attendance record should be kept because you can deduct expenses for day care for the portion of every day you care for a child - even one. You do not have to keep a record of daily or weekly costs - a typical week will do. Do save receipts for purchases-toys, records and even appliances if you use them for day care.

DAY CARE MOTHER'S SELF RATING FORM

Here is a little exercise to think about yourself as a day care mother.

How do you rate yourself on the following scale of 1 to 5:

	1. I'm really weak in this area	2. I'm not so good in this area	3. I'm okay in this area	4. I'm pretty good in this area	5. I'm really strong in this area
Patience with children	1	2	3	4	5
Understanding children	1	2	3	4	5
Settling arguments and fights among children	1	2	3	4	5
Organizing my day	1	2	3	4	5
Planning and carrying out activities	1	2	3	4	5
Providing delicious and nutritious meals	1	2	3	4	5
Providing a variety of meals	1	2	3	4	5
Listening to what children say	1	2	3	4	5
Communicating with children	1	2	3	4	5
Toilet training	1	2	3	4	5
Helping children to get along with one another	1	2	3	4	5
Keeping children quiet	1	2	3	4	5
Taking the children places	1	2	3	4	5
Teaching the children things for school	1	2	3	4	5
Loving children	1	2	3	4	5
Sympathizing with children when they're hurt	1	2	3	4	5
Working with 2 year olds	1	2	3	4	5
Getting children to talk about what's bothering them	1	2	3	4	5

Rewarding and praising children when they do something good	1	2	3	4	5
Keeping my house clean and orderly while children are there	1	2	3	4	5
Getting children to help keep the house clean	1	2	3	4	5
Allowing children to do what they can on their own	1	2	3	4	5
Communicating with parents of day care children about what their child's been doing, any problems, etc.	1	2	3	4	5
Expecting my own children and day care children to follow same rules	1	2	3	4	5
Keeping children clean and neat, i.e. faces, clothes, diapers, hair	1	2	3	4	5
Taking care of children when they're sick, i.e., knowing what to do for a cold	1	2	3	4	5
Teaching children their names, colors, numbers, letters, etc.	1	2	3	4	5
Planning art activities for children	1	2	3	4	5
Playing games with children	1	2	3	4	5
Making each child feel important to me	1	2	3	4	5
Teaching children to mind	1	2	3	4	5
Getting children to clean up after themselves	1	2	3	4	5
Working with and relating to girls	1	2	3	4	5
Working with 4-5 year olds	1	2	3	4	5
Being interested in and open to learning new ideas	1	2	3	4	5

Making each child feel comfortable with me, not afraid of me	1	2	3	4	5
Thinking of ways to discipline a child other than spanking	1	2	3	4	5
Respecting the children as individuals	1	2	3	4	5
Getting the children to respect me	1	2	3	4	5
Enjoying the children	1	2	3	4	5
Keeping a sense of humor	1	2	3	4	5
Trying out new things and ideas	1	2	3	4	5
Communicating with other day care mothers	1	2	3	4	5
Knowing lots of different things to do with the children of different ages and interests	1	2	3	4	5
Providing enough toys, games and equipment for activities	1	2	3	4	5
Planning and carrying out activities	1	2	3	4	5
Tolerance for noise and constant activity of children	1	2	3	4	5
Doing things for children when they want me to, i.e., get milk, water, etc.	1	2	3	4	5
Knowing about interesting community places and events for children to go to	1	2	3	4	5
Asking for and following parents' suggestions about handling their children	1	2	3	4	5
Caring about my day care kids even when they are not with me	1	2	3	4	5
Reading stories	1	2	3	4	5
Having good health	1	2	3	4	5
Being permissive	1	2	3	4	5
Willingness to work hard to provide best for children	1	2	3	4	5
Ability to identify with my children	1	2	3	4	5
Working with 3 year olds	1	2	3	4	5
Recognizing when child is getting sick	1	2	3	4	5

Making my children feel proud of themselves	1	2	3	4	5
Planning and using the play space efficiently	1	2	3	4	5
Understanding why play is important	1	2	3	4	5
Knowing what and how the children are playing	1	2	3	4	5
Knowing where the children are at all times	1	2	3	4	5
Knowing the dangerous things children can get into around the house	1	2	3	4	5
Helping children to act their age	1	2	3	4	5
Using children's play to teach them things	1	2	3	4	5
Sensitivity to individual child's needs	1	2	3	4	5
Getting children to think	1	2	3	4	5
Letting children learn by experience, exploration	1	2	3	4	5
Trying to answer children's questions	1	2	3	4	5
Working with and relating to boys	1	2	3	4	5
Encouraging make-believe, play-acting in children	1	2	3	4	5
Not being nervous	1	2	3	4	5
Having a place where toys and games go	1	2	3	4	5
Working with infants	1	2	3	4	5
Making things with children	1	2	3	4	5
Finding inexpensive toys and games for children	1	2	3	4	5
Thinking of new and different ways to use same old toys	1	2	3	4	5

Perhaps this handbook or some of the resources described can help you in the areas in which you would like to grow.

30018

Sample Attendance Sheet

Month January

HOURS ATTENDED DAILY

Name of Child	M 1	Tu 2	W 3	Th 4	F 5	Sa 6	Su 7	M 8	Tu 9	W 10	Th 11	F 12	Sa 13	Su 14	M 15	Tu 16	W 17	Th 18	F 19	Sa 20	Su 21	M 22	Tu 23	W 24	Th 25	F 26	Sa 27	Su 28	M 29	Tu 30	W 31
Avrok, L.	3	4	-	4	-																										
Cadwell, S.	4	4	4	4	-																										
Etherton, K.	-	-	3	4	4																										
Goodman, B.	2	2	2	-	-																										
Hutti, A.	4	4	4	4	4																										
Krause, C.	2	3	2	3	-																										
Lowry, E.	1	1	-	-	3																										
Shults, J.	4	4	3	4	3																										

INCOME TAX DEDUCTIONS FOR FAMILY DAY CARE HOMES

Eva. C. Galambos, Ph.D.

The modest earnings of women who provide day care in their own homes may be augmented in some cases by these women if they take advantage of deductions permitted under the Internal Revenue regulations concerning the use of private homes for business purposes. The fees or earnings received by family day care mothers constitute income, and as such must be reported on the income tax returns.

In instances where combined family income, including the mother's day care earnings, is so low that no tax is due, it would probably not be worth the effort to calculate the permissible deduction. However, where combined family income is at a level where income tax is payable, it may be profitable to calculate all permissible deductions and to thereby reduce the tax owed (which increases the amount of disposable income). These include direct expenditures on child care, such as cost of food and toys, as well as indirect expenditures related to the use of the house, such as mortgage payments, rent, or utilities. Examples of the type of income deductions which are permitted are discussed below.

Direct Expenditures

For a self-employed person, such as a family day care mother, the calculation of profit or loss derived from the fees she received would be made for tax purposes on the Internal Revenue Form 1040 Schedule C. Gross receipts represent the total fees she has received for the year. Deductible direct expenses include the amount she spent for food for the children other than her own, cribs, toys and supplies for their play and

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care, or cost of advertisements she may have placed in local papers. Although she need not maintain a record of all food expenses incurred during the year, she should have some type of record to justify the amount claimed. An example of such evidence would be purchases made in one week required for the meals of the children in her care (other than her own).

For instance: Items bought for feeding three children breakfast and lunch for a week (5 days).

3 loaves of bread @ .49	1.47
1 box of cereal	.59
1 package of bologna	.99
2 packages of cheese @ .45	.90
3 cans of soup @ .23	.69
3 cans of juice @ .69	2.07
1 1/2 gallons of milk @ .36/qt	2.16
3 cans of applesauce @ .33	.99
3 pounds of bananas @ .25	.75
1 box of cookies	.89
1 carton of eggs	.79
1 jar of mayonnaise	.79
	13.08
Cost per child per week (13.08 divided by 3)	4.36

Number of child-weeks=129
(sum of number of weeks each child was in care during the year)

$562.44 Total food cost
($4.36 x 129)

Indirect Expenditures

The calculation of indirect or other business deductions includes a determination of the amount to cover the use of the house where the house is regularly used to care for other children.

A prorated portion of expenses such as mortgage interest, property taxes, rent and utility payments is deductible as a business expense. There are various ways of determining the pro rate portion. If the entire house is available for, and used in, child care, and the children are in the home half of the day, then one-half of the rental, utility bills, or mortgage payments would be deductible. If only some rooms of the house (one bedroom, kitchen, and den) are used in child care then the square footage of those rooms should be calculated as a percentage of the entire house to determine the prorated deductible portion. For example, where three rooms used for child care represent a total of 540 square feet, and the entire house is 1620 square feet, then one-third of the monthly rent or mortgage payment may be allocated for business purposes. If these rooms are used for child care one-half of the day, one-sixth (or 1/3 x 1/2) of the rent or mortgage payment is deductible. This represents an annual deduction of $500. The monthly utility bills may be prorated in similar fashion.

The amount that may be deducted from the telephone bill is not related to the portion of the house used for business, but rather to the time the telephone is available and needed for business.

If the home is owned by the family day care mother, depreciation may also be deducted. In order to calculate depreciation it is necessary to determine the current value of the house, less land (which does not

depreciate). A recent property tax statement may be used as evidence. If assessments are on a 50 percent rate, and the assessment for tax purposes is $8,000 on the house and $2,000 on the land, the current value of the house is $16,000. Applying the one-sixth prorated share, the current base for depreciation of the home allocated for business use in $2,667. The next step is to estimate the property's useful life and salvage value. The useful life is the number of years one expects to continue the child care business in one's home. If a mother plans to continue 10 years until her own children are finished with high school, the useful life is ten years. The salvage value is the estimate of the value of the portion of the house used for business at the end of ten years. The basis for this estimate may be current prices of similar homes that are approximately 10 years older, adjusted for an inflation factor.

The cost of major equipment such as a washing machine, if necessary for child care, could also be distributed and depreciated for deductions. For instance, if a larger refrigerator is purchased for use in the day care business, and approximately one-half of the weekly total food expenses are made for the children in the day care program, then one-half of the refrigerator is used for business. If it costs $300, with a useful life of 10 years and a salvage value at the end of $30, then the base for depreciation is $300 x 1/2 business use, or $150 less $30, or $12 per year.

As a safeguard, it is advisable that receipts, canceled checks or similar evidence relative to any of the expenses described above be kept by the family day care mother for three years from the date of the tax return to which the expenses pertain.

Family day care mothers, as self-employed persons, are liable for self-employed social security payments. The computation of this payment is made on Form 1040, Schedule E at the time the income tax return is filed.

DAILY DAY CARE COSTS

1.

Children's Names	age	time of arrival	time of departure	rate for day

2. Food used

Breakfast			Snack			Lunch			Snack		
item	am't	cost	item	am't	cost	item	am't	cost	item	am't	cost
Total											

3.

Space used -	Living Rm.	Dining Rm.	Kitchen	Bathroom
# of children				
length of time				
lights on/off				

	Bedroom	Basement	Backyard
# of children			
length of time			
lights on/off			

4.

Utilities	Items used	am't of time	item used	am't of time
gas				
electricity				
water				
phone				

5. Educational Equipment Used

	Amount Used	Other	Amount Used
blocks			
crayons			
paper			
scissors			
paste			
game			
books			
large toys			
balls			
music			
outdoor			

6.

Other Supplies	Amount Used
paper towels	
toilet paper	
disposable diapers	
napkins	
paper plates, cups, etc.	
china plates, cups, silverware	
cloth towels, napkins	

7. Other costs

Trip - gas for transportation/mileage _____

Purchases _____

DAY CARE WEEKLY EXPENSES

Food:	Cost
Bread	$_____
Cereal	_____
Meat, cheese	_____
Soup	_____
Juice, fruit	_____
Milk, eggs	_____
Cookies	_____
Vegetables	_____
Other	_____

Total: $_____

Household:

Toilet paper	$_____
Paper towels	_____
Soap	_____
Dish detergent	_____
Disposable diapers	_____
Paper napkins	_____
Paper dishes	_____
China dishes	_____
Cloth towels, napkins	_____
Other	_____

Total: $_____

Other costs:

Travel	$_____
Laundry & cleaning	_____
Repairs	_____
Other	_____

Total: $_____

Utilities:

Water	$_____
Electricity	_____
Gas	_____
Rent/mortgage	_____
Telephone	_____
Other	_____

Total: $_____

Depreciation:

House	$_____
Renovations	_____
Major equipment	_____
Washing machine	_____
Refrigerator	_____
Stove	_____
Furnace	_____
Other	_____
Other	_____

Total: $_____

Play Materials or Equipment:

List items purchased	cost:
_____	$_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total: $_____

CHILDREN LEARN THROUGH PLAY

The right toy or game at the right time provides hours of joyous exploration and learning to a young child. We've listed some of the time-tested ones here.

For the INFANT

.A brightly colored object moving gently within sight.

.A paper plate hung with ribbons or scraps of colored paper.

.A string of wooden beads stretched across the crib (which he can string himself as he gets older).

.A cradle gym (which he can pull himself up on, once he can grasp what he sees).

.Things to grasp and suck on--anything safe from rattles to plastic nesting cups (which he can take apart and put together later on).

.Squeeze toys that make noises and give him a sense of power because he can make things happen.

.Music on the radio or record player.

.Soft animals to soothe.

.A ball that rolls about--to reach for.

Games for the infant are the simplest.

.Singing or talking to him as you change him.

.Imitating the sounds he makes (and then being surprised when he starts imitating you).

.Around eight months he'll create his own game--playing constantly at grasping and throwing things to practice his newly developed skill (It's time then to leave several objects within his reach).

.Around 12-15 months, he'll amuse himself with filling and emptying things. A large milk carton cut in half makes a fine bucket, although a pot will do.

.Bright colored scraps of cloth (which might be used for peek-a-boo).

.Spools to roll.

.A trip to the mirror.

For the TODDLER (15 months - 2.1/2 years)

Activities to encourage movement and balance.

.Balloons and light soft balls to chase after and try to catch.

.Pull toys and small wagon.

.Push carts.

.Large cardboard cartons to climb in and out of.

.Big truck to ride around on.

.Music to dance to.

Toys to encourage fine movement.

.Nesting eggs or cups.

.Plastic shapes and rods.

.Construction toys (blocks can be made from 2"x4" lumber).

.Large wooden beads for stringing.

.Plastic jars that screw and unscrew.

.Wooden pounding bench (good for "letting off steam").

Toys to encourage language.

.Toy telephones (don't be surprised if you hear an imitation of yourself on the phone).

.Dolls and playhouse equipment.

.Soft cuddly animals for comfort.

.Old magazines to look at.

For the PRE-SCHOOLER (2 1/2 - 5 years)

Most of the toys and activities enjoyed by toddlers are enjoyed by preschoolers, but they use them in different ways.

.Plastic and doll dishes, a cardboard box turned upside down for a table, an egg beater, and some bowls. You have the makings of a kitchen setting for dramatic play for pre-schoolers who love to play at being adults.

.Clothes for dressing up like adults--your old shoes, pocketbooks, hats--a necktie, man's shoes (the Salvation Army has a good supply).

.Equipment for playing "store"--a cash register and empty cans and egg cartons, etc. for grocery store, old letters and boxes for mailman, old garden hose and cardboxes for firemen.

.Small toys that children love to "make believe" with--Fischer-Price people, house, airport, gas station.

.Paper for cutting up.

.Small scissors.

.Crayons or paints.

.Blackboards and chalk.

.Small scraps of wood--free at the lumber yard for gluing and hammering.

.Small hammer and nails.

.Tinker toys.

.Lego--plastic building blocks.

.Landscape peg set.

.Looney links.

.Wooden workbench.

.Simple puzzles.

.Natural things to get to know and compare for size, shape, color, hardness, weight, etc.--from pine cones, seeds, feathers to a fish tank or a puppy.

.Trips--around the block, to shop with you, to watch a house going up, or to the gas station. Each is an adventure.

.Some games that pre-schoolers enjoy are: Lotto, Candyland and card games like Go Fish, Animals, Birds, Fish.

.Books preschoolers like are listed on pages 41-43.

An open bookshelf for storing day care toys not only encourages cleaning up but gives children daily practice in grouping things that go together. Shoe boxes, plastic dish pans, or paper bags with a

drawing or picture on them helps to organize things. You will probably have to help them clean up, but a song or game, such as "find what goes in this bag?", pointing to the picture, makes cleaning up fun.

09032

INDOOR PLAY AREAS AND INTEREST CENTERS

--by Barbara Banet

If you have a large room or basement you're using for day care, you might be interested in setting up some areas for play.

ART AREA

Art area and table games--materials on low shelves children can reach.

.Crayons, paint, and paper.

.Finger paint.

.Colored chalk.

.Scissors.

.Paste.

.Collage material.

.Clay

BLOCK AREA

.Low shelves, with compartments or containers for different kinds of materials.

.Blocks--(wooden)--make your own by sawing up several "two by four's"..

.Cartons (for large blocks)--use liquor boxes with dividers left inside, taped shut.

.Small cars and trucks; rubber, plastic, or wooden animals.

.Boards--long wooden ones and/or cardboard (e.g. from bolts of fabric).

.Carpet samples--for children to arrange as they choose.

.Old bedspread, blanket or sheet for making tents, houses, etc.

.Low sturdy tables (e.g. piano bench)--for a pretend car; add steering wheel (if desired).

.Large carton or crate--for hiding, etc.--cut out windows, decorate as desired.

10063

HOUSEKEEPING CORNER

.Kitchen appliances (sink, stove, refrigerator, cupboards)--orange crates or cartons will do.

.Table and chairs (liquor boxes or beer cases, with dividers inside will do).

.Bed for dolls-carton or crate can be used.

.Dolls and doll clothes.

.Chest or hooks on wall for dress up clothes.

.Assortment of clothes and accessories for women, men, workmen, etc. (including toy tools, hats, flashlights, piece of hose, empty oil can, wallets, handbags, etc.).

.Shelves for sorting shoes, hats, handbags, etc.

.Doll dishes, pots, pans, utensils, etc.

.Telephones

.Pillows, blankets.

.Cleaning supplies--mop, broom, dustpan, towels, sponges, vacuum cleaner.

.Mirror.

DRAMATIC PLAY MATERIALS (in addition to those listed above).

.Props for special people: mailman, doctor, firemen, garage mechanic, barber, grocer, shoe repair man, waitress, salesman.

.Puppet stage--use a large carton.

.Doll house and furniture--homemade variety works well; (needn't be elaborate).

.Stories to act out.

BOOK CORNER (and a place for a child to be alone when he chooses).

.Books

.Table and display rack.

.Area rug.

.Mattress.

.Pillows.

.Easy chair or couch--if available.

.Child-size rocking chair.

WATER AND SAND PLAY

.Plastic dishpans for different types of substances (cardboard boxes will do if not using water)--or use a sand table or water table; pouring, sifting, measuring devices--funnels, cups, spoons, bowls, strainers, etc. For water play--try paintbrushes, scrub brushes, sponges, squirt bottles, bubble-blowing, floating and sinking objects, and snow experiments.

SCIENCE CORNER

.Table, with shelves or drawers.

.Scale (e.g. balance scale--make your own).

.Magnifying glass.

.Magnets, and objects to attract.

.Measuring devices--ruler, yardstick, cups, spoons.

.Seeds to grow.

.Animals to take care of.

.Things to take apart and examine: alarm clock, keys and locks, nuts and bolts, etc.

.Treasures: leaves, shells, rocks, sticks, flowers, bark, nuts, weeds.

LARGE MUSCLE ACTIVITY CORNER (see also Block Corner)

.Climbing and jumping apparatus.

.Mat, mattress, and/or some other kinds of bouncing, jumping surface.

.Punching bag--make your own with rags and a pillow case (also good for kicking, etc.).

.Rocking boat or horse.

.Ride-on cars and trucks.

.Tunnel

.Balance beam (easy to make).

.Bean bags and place to toss them.

.Balls.

MUSIC CORNER

.Scarves, bells, feathers or flags to dance with, or move around with.

.Instruments for children (purchased and/or homemade).

.Piano, autoharp.

.Record player for leader and one for children, if possible.

.Records--for marching different motions, songs, quiet music, etc.

COOKING EQUIPMENT

.Pots, pans, muffin tins, bowls.

.Egg beater, spoons, utensils, measuring cups and spoons.

.Hot plate.

.Portable oven (unless kitchen is available).

.Paper plates, cups; plastic spoons, forks, and knives.

.For beginners: pudding, jello, cake mixes, frosting to spread on graham crackers, etc. And don't forget sandwiches, fruit salad, and vegetable salad.

CARPENTRY EQUIPMENT

.Workbench or a board on the floor (2ft. by 2 ft.)--covered with carpet scraps (to muffle the sound).

.Small sized tools and supplies--hammer, nails, sandpaper, wire, screwdriver, screws, drill, plane, vise and saw (if possible).

.Soft wood scraps (pine is best).

.Pieces of styrofoam and chunks of corrogated cardboard for children who can't or don't want to use wood. Toy tools can be used with these, and golf tees can be used instead of nails for a change. Odds and ends to nail or wire onto wood--spools, cardboard shapes, nylon mesh, sponge pieces, aluminum foil, pieces of straw, etc.

.Pegboard or box to store tools.

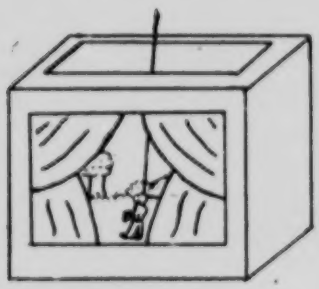
10037

Box Bonanza*

(Ways to use cardboard boxes)

Train

Puppet Theater

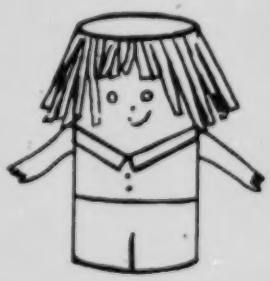


Post Office

Inside: storage shelves (shoe boxes)
stamps and old letters
For a mail bag you can use
an old large purse.

Toilet paper rolls - people

Paste on felt wool hair and hands.
Color in face and clothes.



Large Playhouse

Refrigerator box. Can put cardboard
furniture in it.

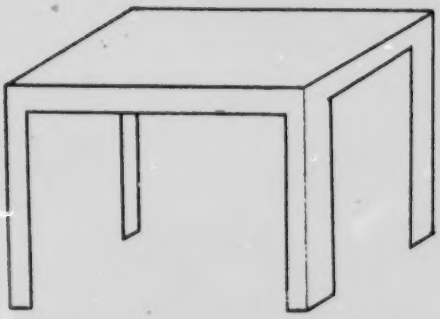
Furniture - stools

(reinforced liquor boxes)
Decorate with pictures or contact paper.

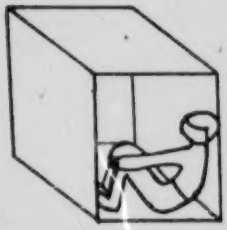
* Artwork: Richard Oglesby
Maureen Sullivan
(adapted by Joan Jackson)

Furniture - table

Cut a square out of each side of a box.

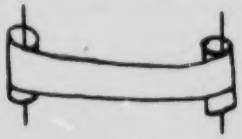


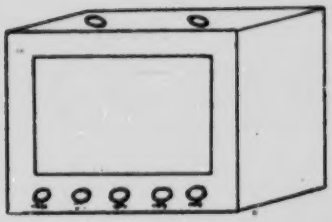
Private Place



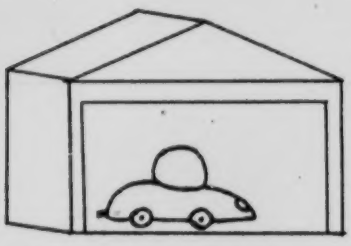
TV

Make a roller of pictures and insert it in the TV.





Garage

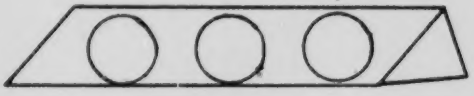


Reinforced cardboard building blocks

Boxes with partitions (especially liquor boxes) can support up to 150 lbs. Can be covered with contact paper.

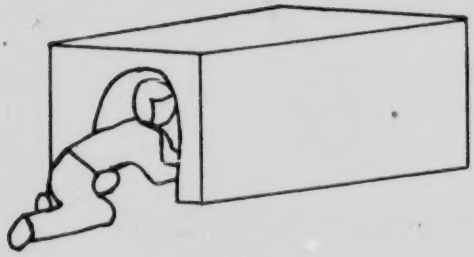
Bean bag toss

Cut box diagonally and cut holes. Make bean bags.



20039

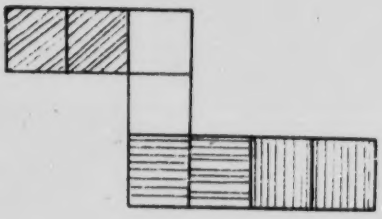
Tunnel



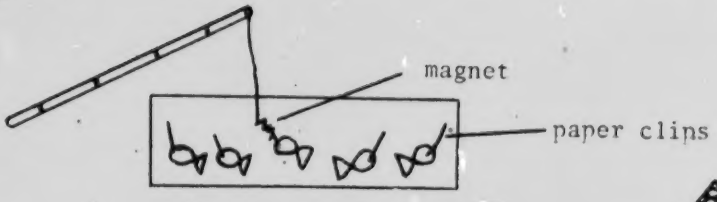
Game mates

Have two boxes. Also have a pair of socks, shoes, etc. Put one of each set in each box. Have child pair them up.

Color Dominos



Fishing



Target

Try to hit the clown with little flour bags.

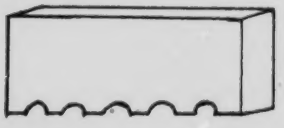
Target - balloons

Pin balloons to cardboard. Throw darts at them.

Path of cardboard footprints

Marble roll

shoe box



Cut up for printing

Cut up shirt cardboard for design. Paste on heavier cardboard. Roll on paint. Print on paper.

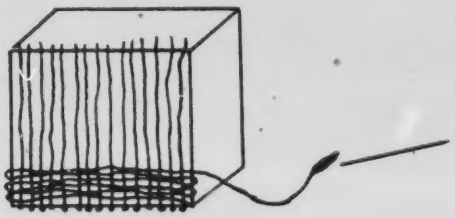
Backing for collage

Cut out pictures from magazines and paste on cardboard.

Totem poles

Use ice cream cartons.
Decorate each one differently and stack them, or cover with paper strips dipped in flour water, dry, then paint.

Weaving



Printing with mortite

Mortite comes in rolls at hardware stores. It stays soft, and is reusable. Cut into single strips and make design. Roll on paint. Print on paper.

Cover for homemade books written by children

Fold cardboard in half. Decorate front and back. Sew book in.

Storage

Use beer boxes.

Soft drink boxes (with cans)

Use for holding paint.

Egg carton

Decorate for a jewelry box.

00941

Smell board

Cotton balls dipped into different liquid smells - paste on cardboard.

Feel board (textures)

Sandpaper, fur, velvet, foil, vinyl, and sponge.

Puzzles

Cut a picture out of a magazine, paste it on cardboard, and cut the cardboard up.

Milk cartons

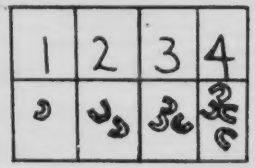
Small building blocks. Open top, flatten and tape shut.

Balance board

Lay wood board on two reinforced boxes (liquor).

Number box

buttons, bottle caps, stones, macaroni, candy, paper circles
Egg cartons are good for this.



Cubes of milk cartons

Covered in pictures. Toss and match.

Sorting boxes - egg cartons

by color, by shape, and by size
Use different beans, buttons, and candy.

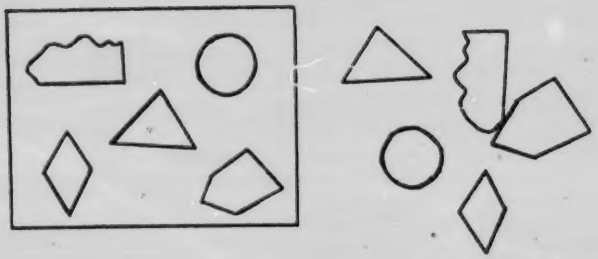
Soundboxes

Use small boxes, about the same size, taped shut.
Sound boxes 2 of each to compare

rice	salt
pebbles	cotton
seeds	beans

Cut out shapes

Match by shape and color.



ACTIVE GAMES

Crunching up acorns, paper, leaves

Put things (above) in box and let child jump around.

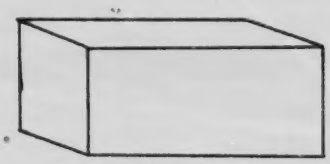
Indoor sand box

("coffee sand")

Newspaper "sea"

Tear newspaper into large box. Let child jump around in it.

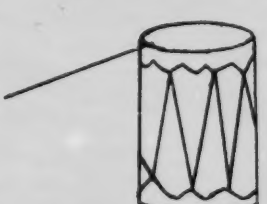
Floor ball



Small drums (Quaker oats, salt)

Stick - padded with newspaper and covered with rubber or cloth.

old inner tube



Musical instrument

Wrap rubber bands of different widths around a box.

ART

Easel

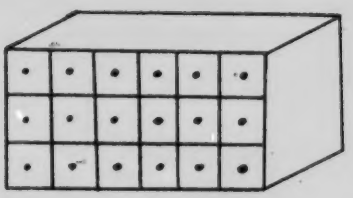
Tape on pieces of blank paper. Use crayons, paint, or magic markers.

00043

Scissors holders

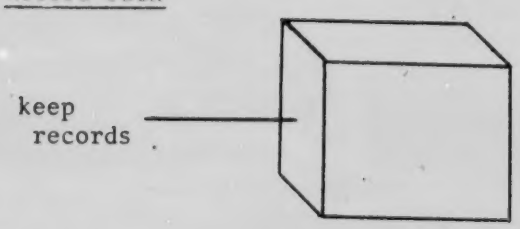
Upside down egg carton

Match box files



Book rack

Record rack



29944

FINGER PLAYS

The rhythm and rhyme of finger plays, the control over one's fingers and the chance to use them in different ways--all give pleasure to children.

They're wonderful to know and use during "waiting times" --for juice or a meal--or during car trips.

FOR VERY YOUNG CHILDREN

1. Knock at the door, (forehead)
   Peep in, (eyes)
   Turn the latch, (nose)
   Walk right in, (mouth)
   Chin-chopper, chin-chopper-chin.

2. Pat-a-cake, pat-a-cake, bakers man
   Make me a cake as fast as you can,
   Roll it, prick it, and mark it with T,
   And put it in the oven for Tommy and me.

3. Peek-a-boo. I see you
   Hiding behind that chair.
   Peek-a-boo. I see you.
   I see you hiding there. (Child stoops behind a chair)

4. Hickory Dickory Dock (raise right arm high)
   The mouse ran up the clock (run fingers of left hand up right arm)
   The clock struck one (clap hands over head)
   The mouse ran down (run fingers down arm)
   Hickory Dickory Dock.

NAMING THE FINGERS

5. One little, two little, three little Indians,
   Four little, five little, six little Indians,
   Seven little, eight little, nine little Indians,
   Ten little Indian boys.

6. Five little chickadees sitting in a door;
   One flew away and then there were four.
   Four little chickadees sitting in a tree;
   One flew away and then there were three.
   Three little chickadees looking at you;
   One flew away and then there were two.
   Two little chickadees sitting in the sun;
   One flew away and then there was one.
   One little chickadee sitting all alone;
   He flew away and then there were none.

7. Here is a beehive (hand cupped)
   Where are the bees?
   Hidden away where nobody sees.
   Now they come creeping out of the hive--
   One, two three, four five. (extend fingers one by one)
   Buzz-z-z-z-z.

00045

ROUTINES

8. Warm hands warm (rub palms together)
Do you know how?
If you want to warm your hands
Blow your hands now.

9. Roll, roll, roll your hands
as slowly as you can, (roll forearms)
Roll, roll, roll your hands
as fast as you can,
Shake, shake, shake your hands, etc.
Clap, clap, clap your hands, etc.

10. Ten little soldiers standing in a row, (all fingers stand)
They all bow down to the captain so, (bend at knuckles)
They march to the left, they march to the right,
(move to left, then right)
They all stand straight quite ready to fight,
Along comes a man with a great big gun,
"Bang", (clap) you ought to see those soldiers run. (fingers run)

11. Here is the church, and here is the steeple
Open the doors and see all the people.

12. Open shut them, open shut them, give a little clap,
Open shut them, open shut them, lay them in your lap.
Creep them, creep them, right up to your chin,
Open wide your little mouth but do not let them in.
Open shut them, open shut them, to your shoulders fly
Let them like the little birdies flutter to the sky,
Falling, falling, falling, almost to the ground
Quickly raising all your fingers twirl them round and round.

13. This is the bunny with ears so funny (right fist with 2 fingers raised)
This is his hole in the ground. (cup left hand)
When a noise he hears, he pricks up his ears
And then jumps into the ground. (fist dives into cupped hand)

14. Here's a ball for baby (make a circle with thumb & forefinger)
Big and soft and round.
Here is baby's hammer (make hammer with fist),
Oh, how he can pound!
Here is baby's music (hold up hands facing each other)
Clapping, clapping so (clap)
Here are baby's soldiers,
Standing in a row (hold fingers up very straight).
Here is baby's trumpet (pretend to blow trumpet),
Toot-too, toot-too, too!
Here's the way that baby
Plays at peek-a-boo (play peek-a-boo with fingers)
Here's a big umbrella (spread hand palm downward, finger of other hand for handle)
To keep the baby dry.
Here is baby's cradle (form cradle with hands)
Rock-a-baby-bye.

15. Two little dicky birds sitting on a wall (fingers parallel thumbs standing up)
One named Peter, the other named Paul (wiggle thumbs as named)
Fly away, Peter, fly away, Paul. (flutter hands behind back).
Come back Peter, come back Paul (bring hands back as before).

16. Here's a ball -- (make circle with thumb & forefinger)
And here's a ball -- (make circle with 2 thumbs and forefinger)
And a great big ball I can see -- (make circle with arms)
Now let's count the balls we've made
One, two three (repeat as above).

17. There's a funny little man (thumb) in a funny little house (wrap fingers around "man")
And right across the way, there's another funny little man in another funny little house, (other hand)
And they play hide and seek all day.
One funny little man through his window peeps (thumb between fingers)
Sees on one looking, then softly creeps (thumb crawls out)
Out his door, he comes so slow
Looks up and down and high and low (thumb up & down)
Then back into his house he goes (thumb back in fist)
Then the other little man through his window peeps, etc.
.....

Sometimes these little men forget to peep
And out of their doors they softly creep (both thumbs)
Look up and down, high and low
See each other and laugh "ho ho!"
Then back into their houses go.

18. These are Mother's knives and forks (interlock fingers, palms up)
And this is Father's table (palms down, knuckles flat)
This is Sister's looking glass (raise 2 index fingers)
And here's the baby's cradle. (raise two little fingers, rock hands)

19. Here's a cup (fingers and thumb make circle)
And here's a cup (same with other hand)
And here's a pot of tea (thumb acts as spout)
Pour a cup (pouring motion)
And pour a cup,
And have a drink with me. (drinking motion)

20. Where is Thumbkin? Where is Thumbkin? (both hands hidden behind back, Look over one shoulder, then the other)
Here I am! (one thumb out, rest of fist closed)
Here I am! (other thumb out)
How are you this morning? (bend thumb in rhythm to chant)
Very well, I thank you. (bend other thumb as above)
Run away, run away! (hide first one fist, then the other)

.....
Repeat for each finger:
Where is pointer?
Where is tall man?
Where is ring man? (this is hard!)
Where is pinky?

VERSES FOR OLDER CHILDREN REQUIRING INGENUITY FOR ACTION

21. An eensy, weensy spider (opposite thumbs and index fingers)
Climbed up the water-spout. (climb up each other)
Down came the rain
And washed the spider out. (hands sweep down)
Out came the sun (arms form circle over head)
And dried up all the rain. (arms sweep upward)
And the eensy, weensy spider
Climbed up the spout again. (as above)

BEAR HUNT

(Day care mother leads and children repeat everything she says and imitate everything that she does)

Let's go on a bear hunt (repeat)
Alright (repeat)
Okay (repeat)

Let's Walk

(Pat your lap forcefully and rhythmically to sound as if walking)

Um-uh (repeat)
Look at that sun (repeat)
Mighty hot sun (repeat)
Let's Walk (repeat)

(Lap patting motion again and this is done each time the leader says let's walk.)

Um-unh (repeat)
Look at that bridge (repeat)
Mighty tall bridge
Can't go under it (repeat)
Can't go thru it (repeat)
Guess I have to go over it (repeat)

(Criss cross arms and hands and slap chest alternately and rhythmically; should make a thumping sound suggesting the sound of a bridge.)

Over the bridge
See a bear
Un-unh (repeat)
Let's Walk

Um-uh (repeat)
Look at that grass
Mighty tall grass
Can't go under it
Can't go over it
Have to walk through it
Shoosh -- Shoosh -- Shoosh

(Move arms in a swimming motion)

See a Bear
Un-uh (repeat)
Let's Walk

Um-uh
Look at that tree
Mighty tall tree (repeat)
Can't go over it
Can't go under it
Guess I'll have to climb it

(snap fingers; each hand alternating as you move them in an upward direction as if to climb a tree)

At the top
See a bear
Un-unh (repeat)
Let's go down

(snap fingers as you go back down)

Um-uh
Look at that cave
Mighty dark cave
Let's go in
It's dark in here
I see something (begin to talk slowly)
It's got teeth
It's got Big eyes

(feel the hair of the person next to you)

It feels fuzzy

IT'S A BEAR

LET'S GO

Out of the Cave
Up the Tree (repeat finger snapping)
Down the Tree
Thru the Grass (repeat the swimming movement)
Over the Bridge (repeat the thumping movement)

Home at Last
I'LL NEVER DO THAT AGAIN.

38049

BOOKS THAT PRE-SCHOOLERS (3-5 year olds) CHOOSE

--a useful guide to take along when choosing books at the library or adding books to your home or school collection.

Anglund, Joan Walsh	A Friend is Someone Who Likes You, Harcourt, 1958. Love is a Special Way of Feeling, Harcourt, 1960.
Bemelmans, Ludwig	Madeline, Viking, 1939 Madeline and the Bad Hat, Viking, 1957
Brooke, L. Leslie	Johnny Crow's Garden, Warne, 1903.
Brown, Margaret Wise	The City Noisy Book, Harper & Row, 1939 The Country Noisy Book, Harper & Row, 1904. Good Night Moon, E. M. Hale, 1956 The Runaway Bunny, Harper & Row, 1942. The Dead Bird, W. R. Scott, 1958.
Budney, Blossom	A Kiss is Round, Lothrop & Lee, 1954.
Burton, Virginia Lee	The Little House, Houghton, 1942. Mike Mulligan and His Steam Shovel, Houghton, 1939.
Daugherty, James	Andy and the Lion, Viking Press, 1938.
DeBrunhoff, Jean	Babar, Random House, 1940.
DuBois, William Pine	Otto in Texas, Viking, 1959.
Duvoisin, Roger	Petunia, Knopf, 1950.
Eichenberg, Fritz	Dancing in the Moon, Harcourt, 1955.
Ets, Marie H.	In the Forest, Viking, 1944. Play with Me, Viking, 1955.
Fatio, Louise	The Happy Lion, Whittlesey, 1954.
Flack, Marjorie	Angus and the Cat, Doubleday, 1931. Angus and the Ducks, Doubleday, 1939. Ask Mr. Bear, Doubleday, 1971. The Story about Ping, Viking, 1933.
Gag, Wanda	Millions of Cats, Coward, 1938.
Scarry, Richard (Big Golden Books)	Great Big Car and Truck Book, Western Publishers, 1951.
Gramatka, Hardie	Little Toot, Putnam, 1939.
Gregor, Arthur	Animal Babies, Harper & Row, 1959.

39050

Joslin, Sesyle	What Do you Say, Dear? Wir. Scott, 1955.
Keats, Ezra Jack	A Whistle for Willie, Viking, 1969. Peter's Chair, Harper & Row, 1967. The Snowy Day, Viking, 1962.
Kingman, Lee	Peter's Long Walk, Doubleday, 1953.
Krauss, Ruth	The Carrot Seed, Harper & Row, 1945.
Langstaff, John	Frog went a Courtin, Harcourt, 1955.
Lenski, Lois	I Like Winter, Walck, 1950. The Little Auto, Walck, 1934. The Little Airplane, Walck, 1938. The Little Fire Engine, Walck, 1946. The Little Train, Walck, 1940. Papa Small, Walck, 1951. Policeman Small, Walck, 1962.
Lionni, Leo	Inch by Inch, (Obolensky), Astor-Honor, 1962. Swimmy, Pantheon, 1963.
McCloskey, Robert	Make Way for Ducklings, Viking, 1941. Blueberries for Sale, Viking, 1941. One Morning in Maine, Viking, 1952.
Minarik, Else	Father Bear Comes Home, Harper & Row 1957. Little Bear's Friends, Harper & Row, 1960. Little Bear's Visit, Harper & Row, 1961.
Munari, Bruno	Bruno Munari's ABC World, 1960.
Newberry, Clare	T-Bone, the Baby Sitter, Harper & Row, 1950.
Porter, Beatrix	The Tale of Peter Rabbit, Warne, 1903.
Rey, Hans A. Rey, Margaret	Curious George, Houghton Mufflin, 1941. Curious George Takes a Job, Houghton Mufflin, 1947. Curious George Rides a Bike, Houghton Mufflin, 1952. Curious George Gets a Medal, Houghton Mufflin, 1957 Curious George Flies a Kite, Houghton Mufflin, 1958.
Scheer, Julian	Rain Makes Applesauce, Holiday, 1964.
Sendak, Maurice	Where the Wild Things Are, Harper & Row, 1963.
Slobodkrna, Esphyr	Caps for Sale, Scott, 1947.

Suess, Dr.	The Cat in the Hat, Beginner, 1957. Horton Hatches the Egg, Random House, 1940. If I Ran the Zoo, Random House, 1950. McElligot's Pool, Random House, 1947.
Tresselt, Alvin	And to Think that I Saw It on Mulberry Street, Hale, 1937. Rain Drop Splash, Lothrop, 1946. White Snow Bright Snow, Lothrop, 1947.
Ungerer, Tomi	Crictor, Harper & Row, 1958.
Waber, Bernard and Watson, Andrew	The House in East 88 Street, Houghton, 1962.
Ward, Lynd	The Biggest Bear, Houghton, 1952
Wildsmith, Brian	Brian Wildsmith's 1,2,3's, Watts, 1965. Brian Wildsmith's ABC, Watts, 1963.
Williams, Garth	Baby Farm Animals, Western, 1959.
Yashima, Taro	Umbrella, Viking, 1955.
Zion, Gene	All Falling Down, Harper & Row, 1959. Harry the Dirty Dog, Harper & Row, 1956. Plant Sitter, Harper & Row, 1959. Summer Snowman, Harper & Row, 1955.
Zolotow, Charlotte	The Storm Book, Harper & Row, 1952.

READING TIPS - Ideas to keep reading sessions interesting.

1) Change voice and facial expression - encourage children to show emotions, also.

2) Motor involvement - have the children touch the pictures, turn the pages.

3) Encourage children to make sounds of the animals or letters in the alphabet books.

4) Make a book together - begin with children's own story and encourage them to draw pictures to go with it. Read it as part of story time - it gives them a good idea of how books are made and that words are just written speech.

5) Cut out pictures from magazines, catalogs or comic books and encourage children to make up a story about them.

6) Encourage children to retell a story in their own words - or even "read it" to you.

7) Leave out important words in a story and encourage the children to fill them in.

8) Encourage children to guess what's going to happen next in a story.

9) Encourage children to study the pictures in a story - see how they change from page to page.

10) Act out a story - the children themselves ("Caps for Sale" is a good one for this) or with puppets.

LANGUAGE GAMES

These games need little or no equipment.

COLOR

1. Go on a color walk around the block, looking for every thing that is one color. Green is a good one for a beginning because children may be able to collect leaves of trees, shrubs and grass to bring back, Compare the shades--lighter and darker--this experience could lead children to experiment with paints to make the basic green lighter and darker.

2. I Spy - A child says "I spy something yellow (or any other color)." He adds one clue at a time until someone guesses the right object. "It's round." "It will bounce." "A ball," answers a child, who then spies something another color.

3. "Walk into a Picture" - can be played by showing a large picture. In turn the children say the color of something they see while "walking along" in the scene.
   "I see a brown road," says the first one.
   The next child repeats what was said, "Joe saw a brown road," and then adds, "and I see the green leaves."
   The next one says, "Joe saw a brown road, Jimmy saw green leaves," and adds, "and I see yellow flowers."
   This continues as long as children can find new things to add or until every child has had a turn.

SIZE

4. Choose any object and ask the child to tell how big it is. They will find this hard to do. Suggest that they compare it to something that it is begger than. (Ex. Table is bigger than the chair.) Then ask the child to find something larger--until you've reached the largest, the room itself. This is also fun to do outdoors.

5. Name an object and try to find something smaller, then something smaller than that. (Ex. Table, chair, cup and so on.)

6. Compare the heights of the children--using their names and bigger and smaller. It's fun to mark their size with bits of tape with their name on it on the wall and measure them again several months later.

7. Arrange objects according to size--choose one classification of object--books, rocks, buttons, beads, blocks--and arrange in order from the smallest to the largest.

NAMING THINGS

8. Print child's name on all his art work saying the letters as you do it.

9. Label a box or bag for him to keep his special treasures in.

10. Name Bingo - Mark off pieces of cardboard into squares with children's names on it. Have a card for each child. Make separate cards for each child's name. Use scraps of paper for markers. When you call a child's name, the children put a marker on the correct square. Continue until all cards are covered.

11. Name parts of body. Play games that give children a chance to learn the names of parts of the body that occur frequently in listening and reading material. A good example is "Looby Loo"
Join hands in circle -- walk in circle chanting:
Chorus: Here we go looby-loo
Here we go looby-lay
Here we go looby-loo
All on a Saturday Night.

Stop and follow directions:
Put your right foot in,
Put your right foot out,
Put your right foot in and wiggle it all about

Then join hands in circle, walking round chanting
Chorus: Here we go Looby-loo....

Other directions:
Put your left foot in,
Put your left foot out
Put your left foot in and wiggle it all about

Repeat chorus and walk around circle.
Put your right arm in....Chorus
Put your left arm in....Chorus
Put your whole self in...Chorus

12. Play games naming objects -

The Naming Game. One child is IT. He touches an object and names it. Then he tags a second player who touches and names that object and a new one. He then tags a third player who touches and names the first two objects and adds a third. Continue until someone misses an object; then begin with a new IT.

Making a Trip. A leader calls the name of a child and says "Go by car to Ramon's house." Ramon stands and chooses another child and says, "Go by boat to Susan's house." Susan in turn stands and says, "Go by horse to Gerald's house." Each child must name a new way to travel.

Have You Seen My Lost Child? Players stand in a circle. One player is chosen as parent (mother or father). He goes around the outside of the circle, taps another player on the back, and asks, "Have you seen my lost child?" The player asks, "How is he (she) dressed?" The parent tells something a player in the circle is wearing: "He has a brown shirt and blue jeans on." The player tries to guess as new details are given. When he guesses correctly, the parent says, "Yes," and the guesser chases the one described. If the guesser catches the runner before the runner gets back to his place, the guesser becomes the parent; if he does not, the runner becomes the parent.

What Am I? The chosen child says, "On the way to school today, I saw a (imitates the actions and sounds of an animal). What am I?" Children guess and another child is chosen.

13. Name objects by sight and touch

Collect several small toys or other objects. Place them on a table and cover with cloth or paper. Children stand around the table while the cover is removed for a few seconds. Replace it and ask children to name as many of the toys as they can remember.

Place toys on a table under a cover. Expose them for a few seconds. Have the children close their eyes while one object is removed and hidden. Children open their eyes and try to recall which object is missing.

Display several objects for a few seconds; then cover them. Have children reach under to cover and describe and identify what they are holding.

MATCHING

14. Making games from good labels by saving some that are used often (labels from cans, boxes) and stacking those that are alike together.

15. Playing grocery store - stacking same kinds of cans and boxes together.

00056

ACTIVE GAMES FOR PRESCHOOLERS

Duck, Duck, Goose

The children form a single circle, facing in. The children stoop in a circle with their hands on their knees, representing ducks. One child, chosen to be "It" walks around the circle, lightly taps one player and says, "Goose". "Goose" chases "It". "It" tries to get around to the place "Goose" vacated and stoop down before he is caught. "Goose" becomes "It" for the next game. If "It" is caught, he goes into the "mush pot" in the center until "It" is caught. This releases him.

Birds and Cats

The children form a single circle, facing in with one player in the center. One child chosen to be in the center is the cat. Children forming the circle are the birds. They take hands and walk in the circle chanting:

"Little birds are we,
We live up in the tree,
The old grey cat is coming,
But can't catch me".

At the word "Me" the circle children stoop. The cat tries to catch one before he can stoop. The child caught becomes the cat, and the cat takes his place in the circle.

Let Your Hands Go Clap, Clap, Clap

The children form a circle or can be scattered informally around the room.

Words	Directions
Let your hands go clap, clap, clap,	Clap three times.
Let your feet go tap, tap, tap.	Step in place three times.
Let your head go to and fro.	Nod the head.
As around the room we go.	Walk around the room.

Call Ball

One player stands in the center of the circle. He throws the ball in the air and calls the name of a person in the circle who runs forward to catch the ball on the first bounce. He becomes the thrower if he gets the ball before its second bounce.

Wastepaper Basket Throw

Draw a foul line back about six feet or more (as the children improve) from the wastepaper basket. Let the children take turns trying to throw a bean bag into the wastepaper basket from behind the foul line.

Hit the Pin

A bowling pin, plastic bottle, or milk carton can be used for this game. Draw a circle and place the pin inside the circle. Draw a foul line back about six feet or more (as the children improve), and let the children take turns rolling a ball and trying to knock the "pin" over.

I Like to be Tall

I stand on my tiptoes to make myself tall.
I bend my knees to make myself small.
I like to be tall. (Stand on tiptoes.)
I like to be small. (Stoop.)
But I like my own height best of all.

Obstacle Course

The day care mother sets up a simple obstacle course which requires the child to adjust his body to different spatial situations such as walking between two chairs, crawling under a table, stepping over a yardstick raised 6-8" from the floor, walking around a table.

The day care mother selects a child to initiate this game. For example, "John, crawl under the table, now walk between the two chairs. Walk around the table. Step over the yardstick." The group is then encouraged to follow the day care mother's directions for the same activity.

This three or four step sequence has endless possibilities as the child develops concepts of in front of, in back of, in, out, up, over, under, above, below, through, beside, between, off, on.

CREATIVE OUTDOOR EQUIPMENT -- HAVE YOU THOUGHT OF THESE?*

Build and sod a hill for climbing, rolling, sledding.
Attach 4 feet of garden hose to a heavy wooden box or post, and set it in the ground for a filling station.
Cut a large tire in half and fill with water for a river.
Arrange a group of stumps of different heights for stepping, climbing, etc.
Fill an old rowboat with sand or leave empty for pretend boating.
Build a low wooden fence for climbing over and under.
Plant an 8 foot cedar post 2 feet deep. Place old tires over the post for a vertical climber.
Build a large sawhorse and equip with an old tarpaulin for a tent.
Supply a pile of bricks for building.
Secure or build a large packing box for a makeshift playhouse.
Arrange for a large assortment of smaller packing boxes for trains, planes, etc.
Bury large tractor tires erect for a pretend horse.
Add a wooden "head" and "tail" to a wooden barrel for a pretend horse.
Make outdoor tables from industrial wire spools.
Cut metal barrels open at both ends and paint bright colors. Use for rolling, hiding, etc.
Place a basketball hoop low on a tree or building for use with large balls.
Build open, simple, sturdy, square boxes and paint brightly for building, climbing, etc.
Sand and paint heavy 10-12 foot planks for free play.
Build sawhorses about 24" high for use with planks.
Sink a metal washtub in the ground and fill with water for boat play.
Tie a sturdy knotted rope to a tree for a different climbing experience.
Supply a pile of different sized boards for free building.
Mount an old car steering wheel on a box for a pretend vehicle.
Secure an old telephone pole and lay horizontally for a "balance beam".
Nail a pretend "wing" on a packing box to make an airplane.
Sink a rejected cement culvert to make an underground tunnel.
Build a wooden bridge and suspend lengths of rope inside for climbing and imagination. Paint, and decorate with flower boxes.
Hang a thick plywood circle from a tree limb for an inexpensive but imaginative "merry-go-round".

* Contributed by Area II, Huron Valley Council
Compiled by Carol Guregian, Stone School Nursery Inc., Ann Arbor

30059

NUTRITION*

FOOD AND FEEDING affect many parts of a child's life.

His body...he grows stronger and is better able to work and play.

His mind...he learns much through the process of eating. He also learns about:

- New foods--how they look--smell--taste
- The different ways foods are served
- Meal time as a pleasant time
- Getting along with people as he eats with them

MEAL PATTERNS

Breakfast

Fruit or fruit juice
Milk
Cereal, bread or roll
plus one or more of the following:
- piece of cheese
- egg, hard cooked or scrambled
- peanut butter

Because many children eat small quantities of food, snacks between meals are important to satisfy hunger and to help meet the daily body requirement for food. Snacks which do not interfere with the child's appetite for meals are best, and should be given 1 1/2 hours before meal time.

Mid-morning or mid-afternoon snack

Fruit, such as orange sections, apple wedges or peach halves
Raw vegetable pieces such as carrot, turnip, rutabaga, potato
Milk
A piece of cheese
Juice--either fruit or vegetable

Lunch

Meat, poultry, fish, egg, cheese, peanut butter, dried peas or dried beans (choose one of these)
Bread and butter or margarine
Raw or cooked vegetables
Fruit or other dessert
Milk

A substantial lunch following this pattern should be provided daily because the noon meal may be the main meal of the day for some children.

FOOD PLAN FOR ONE MEAL AND ONE SNACK

Use as guide only. Each individual child may not eat the exact amounts listed.

	Amount	Sample Menu
Morning Snack		
Fruit or fruit juice	1/3 - 2/3 cup	Orange Juice
Bread and butter	1/2 - 1 slice	Whole wheat bread and butter or margarine

	Amount	Sample Menu
Noon Meal		
Meat, poultry or fish	1/2 - 1 ounce	Ground beef pattie
Vegetables	1 - 2 Tablespoons cooked	Spinach
	2 - 4 strips, raw	Carrot strips
Bread	1/2 - 1 slice	Whole wheat
Butter or Margarine	1/2 - 1 tsp.	bread and butter
Fruit or pudding	1/4 - 1/2 cup	Chocolate pudding
Milk	1/2 - 1 cup	Milk

SIZE OF SERVINGS

Children of this age manage best with small helpings-- for example:

1/2 to 1 cup of milk
1/2 to 1 ounce of meat
1 to 2 tablespoons each of vegetable and/or fruit
1/2 to 1 slice of bread

Children's appetites may vary from day to day. Second servings should be available for those who want them.

There are times when some children may not feel like eating some of the food served. It is best not to make a point of this. When they are ready, they will eat.

Individual Differences in Children

Usually--a child will decide for himself how much food he needs.
Usually--a larger child will eat more than a smaller one.
Usually--a more active child will eat more than a less active one.
Usually--an anxious or worried child will eat less than a happy contented one.

Let the child adapt to yourfeeding program at the speed which is natural to him. As he becomes more and more independent you may see changes in activity, play, rest, attitudes toward people, appetite, and likes and dislikes for food. Each child needs to do for himself whatever he is able to do. We may help him develop good eating habits which will go with him through life.

Children's Reactions to Food

Some have stronger feeling about what and how they want to eat. The way a child feels about himself and his world shows up quickly in his approach to food. A child's feelings about his eating experiences may affect the way he is able to meet other situations.

Each child needs an opportunity to become acquainted with a variety of foods. As he grows older he likes to make choices. If he is not fond of vegetables, letting him choose between two may persuade him to eat the one of his choice. The food he chooses or refuses are likely to reflect choices and attitudes of someone he knows.

Establishing a Routine

Regularity is a factor often missing in the lives of many children. An orderly pattern of mealtime, playtime, naptime, bathtime and bedtime can be helpful to their emotional and physical well being. However, regularity should not be overemphasized. Some children at certain periods will have difficulty in following a rigid pattern. Understanding and guidance will help them grow through this period successfully.

Some children eat more slowly than others. Urging speed will only spoil their pleasure in eating. Allow ample time for slow eaters. If a child is restless, let him get up and move about.

HOW TO BRING CHILDREN AND FOOD TOGETHER

A good emotional environment is important

Pleasant eating experiences are as important as proper food. They provide pleasant associations with food and eating.

Food habits and attitudes formed in early years may remain throughout life. The earlier children learn to enjoy eating, the better the chance that good eating habits and attitudes will be formed.

Withholding foods, such as desserts, for punishment should be avoided.

A good physical environment is important

It should provide:

- A bright, well-ventilated and clean eating area.
- Suitably sized tables and chairs so that the child's feet will rest on the floor.
- Plates and cups and eating utensils which can be managed by small hands.

Attractive food is important

How food looks, tastes, and feels in the mouth is important to children.

Offer variety in color, flavor, and texture.

- Yellow carrots, green beans, orange gelatin
- Mild and delicate flavors
- Moisture in meat and eggs
- Crisp raw fruits and vegetables
- Smooth consistency in puddings

Mealtime should be a happy time

Eating is fun for the hungry child. A tired excited child cannot enjoy food. Help him come to the table relaxed and clean with a chance to quiet down before eating.

He needs:

- Attractive food
- Small servings (with the assurance that he can have more)

Some freedom to choose his own food
Some freedom to eat his own way (let him eat finger foods with his fingers)
Interesting table conversation
Relaxed peaceful atmosphere--soft music at times
Acceptance of occasional table accidents as a normal part of growing up

Serving Food

Food might be served "family style". Serve small portions--a heaping plate can be discouraging. Serve bite-size pieces (of meat, vegetables, and fruits) which may be eaten with the fingers. Those who can manage a fork will use it, if the food is cut in small enough pieces.

Serve food as soon as the children are at the table.

All vegetables, and especially those served raw must be washed thoroughly. Some children prefer raw vegetables. Others like them cooked. Serve flowerets of cauliflower, sticks or slices of carrots, turnip, celery, rutabaga, leaves of cabbage or lettuce. Fresh fruits as well as uncooked dried fruits must be washed thoroughly.

Some children prefer toast to bread; cut slices in halves or quarters.

THE CHILD'S FAMILY

It is important to plan closely with the child's family. The family plans more effectively if they know what the child is eating away from home. Also, when parents are involved, they will learn which foods and amounts are best for the children and that family meals may follow the same pattern as those served in the day care home.

A child who learns to like a variety of foods may influence the kind of food served at home.

The child's eating habits and attitudes are shaped by his family life and relationships. Food customs are influenced by a variety of factors such as social, cultural, religious, geographic, etc. Individual food customs and eating habits of the children's families should be recognized in planning meals.

WARNING: Popcorn, nuts, and raw vegetables are not suitable for children under 2 because of the danger of their not swallowing them properly.

* Adapted from OEO Pamphlet 6108-9, December 1968
Project Head Start, Nutrition

30063

Kids in the Kitchen

Children like to help cook. Here are some suggestions for involving children in food preparation:

Salad making - tearing lettuce, chopping vegetables under close supervision, slicing bananas
Icing graham crackers
Making Rice Krispies - marshmallow candy
Making peanut butter candy - Peanut butter, honey or molasses, and powdered milk to hold it together - refrigerate to harden
Making applesauce
Making jello or instant pudding
Baking bread or biscuits
Making a cake
Slicing and baking packaged refrigerator cookies

Nutritious Foods Children Like

Spaghetti (lightly seasoned)
Chicken
Tunafish & shell macaroni casserole
Eggs - hard boiled or in salad
Bananas, pears, apples, strawberries
Apples and peanut butter
Macaroni and cheese
Peanut butter & jelly sandwiches
Cheese chunks
Celery, raisins
Hamburgers

Food Field Trips

(so that children will learn where food comes from):
to grocery store, bakery, dairy, meat market, fruit or vegetable farm if nearby, etc.

INFORMATION ON COMMON MEDICAL PROBLEMS

By H.M. Hildebrandt, M.D.

I. Colds and their complications

Signs of Viral Respiratory Illness
- any combination of the following
- watery, nasal discharge
- sneezing
- dry cough, turning to loose cough
- fever sometimes first two days

Contagious the first three days or so
Subsides in 3-7 days

Complications
- Ear infections, earache, or eye discharge, white or light yellow discharge from ear, after several days of cold, should be seen by physician (not usually infectious).

Asthma - dry cough, rapid breathing, wheeze with expiration, usually no fever; should be seen by physician for adrenalin shot.

II. Stomach Upsets - vomiting and diarrhea

Very contagious, two day incubation.
Vomiting usually occurs first, then stomach ache, then diarrhea, which may last two to four days. Fever sometimes on the first day.

III. Sore Throat

Signs of virus cold if associated with sneeze, sniffle or cough.

Signs of strep throat (must be treated) if associated with fever, vomiting, sore nodes under jaw, no sniffling, sneezing.
Strep throat with rash is Scarlet Fever.

IV. Nose Bleeds

Compress nostrils continuously for five minutes. If still bleeding, hold nostrils for 10 minutes. If associated with fever or sore throat, may be strep throat.

V. Chicken Pox

Incubation - 14 days, very contagious.
1st day - scattered small water blisters on red base - scalp, face, extremities.
Fever - 3rd day and 4th day.
Healing and not contagious after 5th day.

VI. Mumps
Incubation - 17 days; 50% of exposed to get sick. Puffy cheeks and below ears with painful chewing, not painful swallowing. Fever 2-4 days; improved after 5th day.

VII. Measles
Incubation period - 14 days, very contagious. Fever, red throat, first day. Then cough and spots inside cheeks, then clustered rash on chest, cough, fever, red watery eyes, watery nose, and rash. Fever lasts 5-7 days.

VIII. Rubella
Fever 102 and discrete speckly rash, identical to rash of other virus illnesses especially summer viruses (Echo, Coxachi). Proof of Rubella is illness with hand arthritis in adult woman. Risk to susceptible pregnant women in the first three months.
*Vaccine available for prevention

IX. Summer Viruses
Fever, sore throat, headache, with or without rash, lasts 3-5 days July, August and September.

X. Influenza
Virus, coughing illness - 5 day illness (fever, cough, cough fever). Start with headache, sore throat and fever. November, December, and January.

XI. Skin Problems
Impetigo - crusting, oozing, spreading skin infection. Needs to be treated by physician.
Bug bites - no problem unless associated with generalized hives.
Boils - local area of tenderness, swelling with pus pocket, heals when drained. May recur, should be seen if several boils develop. Caused by Staphylocci. Not influenced by treatment.

XII. Convulsion
Grand Mal -loss of consciousness, falling with jerking of extremities, head, may last several minutes. If longer than 5 minutes, should be taken to emergency room. Convulsions with fever seen in infants; short duration and not serious. Petit mal - brief momentary lapse of consciousness, may flutter lids or drop object. Many times a day.

XIII. Breath Holding Spells (Infantile Syncope)
Seen in some children 9 months to 4 years. Precipitated by bump on head or frustrations, followed by cry and then loss of consciousness. Not serious.

XIV. Tiredness, listlessness

Inadequate sleep, illness, depression. Commonest causes. If hard to rouse, could be low sugar (which should be checked).
Improved by feeding.

XV. Frequent Voiding

Usually seen in little girls with bladder infections. Occasionally due to drinking excess water. If craving water and losing weight, possibly diabetes (pretty uncommon).

XVI. Pinworms

Fine thread-like worms around anus or in stool. Universal social disease in preschoolers. Spread: Anus to hand to mouth, worse in thumb suckers. Easily treatable. Usually no problem days, but causes severe itching of anus when going to sleep. Not a health hazard.

LEGAL ISSUES IN DAY CARE

By Norris Thomas
Legal Aid Society

Q. <u>If a child is injured while in your care and in your yard or house, what are the responsibilities and liabilities involved?</u>

A. One can separate responsibility from liability. Your responsibility in such a situation is to care for or obtain proper care for the injured child. This is true whether or not the injury occurs on your property so long as the child is under your supervision.

In order to be liable, the child's parents must prove that negligence on your part contributed to the child's injury.

Negligence consists of violation of duty or responsibility. In this case, it could be inadequate supervision or faulty maintenance of your property such as a loose floorboard or a frayed rope on a swing.

One caution however: if you attempt to give care to a child's injury, you had best know what you are doing. If in any way you make the injury worse, you will be held strictly liable for the injury.

Your safest bet is to give comfort to the injured child and let the doctor give medical care.

Q. <u>Will public liability or home owners insurance cover law suit damages, medical expenses, etc?</u>

A. Yes, up to the maximum amount stated on the policy. There is also liability insurance available for renters. In either case, the cost of such insurance is extremely reasonable.

Q. <u>Who is liable if your own dog or a neighbor's dog bites a child?</u>

A. If it is your dog, you are liable. If it is a neighbor's dog, he is liable unless the child is trespassing on the neighbor's property. In that case you could be held to be negligent for maintaining inadequate supervision of the child's activities.

Q. Is written permission necessary from the child's parents to obtain emergency medical care for a child?

A. Generally it is not enough. It may be better if the child's parents would leave written permission with their family doctor. In any case, remember that you have an implied legal duty to call a doctor or ambulance in case of any injury. Do this even if you know that the child's religion prohibits medical care.

Q. Who pays medical bills when you bring an injured child to the hospital and request medical care?

A. If the child is then treated without the permission of the child's parents, you are liable for the medical expenses incurred.

Q. Who is liable for an injury resulting from the negligence of someone working for you?

A. You are. The employee is merely acting as your agent.

Q. Is it legal for me to give prescribed medication to a child I care for?

A. Yes, but you should have written instructions from the doctor stating the child does need the medication and how much he should have and how and when to give it to him. You should also have written permission from the natural parents.

Q. Who is responsible for damages if a child I care for destroys a neighbor's property?

A. You are responsible and liable for all damages. However, for many things like a broken window, the natural parents will agree to pay although they do not have to.

If a child damages your property, again, you are liable or must pay unless the natural parents agree to do so.

Q. Can a day care mother be sued for disciplining a child she cares for?

A. Only if the child's parents can prove malice. Be very careful not to use unnecessary force when disciplining. Your best bet is to spank the child's hands.

Q. Who is liable if one child injures another child?

A. You are, because it would reflect inadequate supervision of the child on your part.

Q. What about an injury to an already injured child; for example, a child with a skull fracture?

A. You are liable, if you have been told about the existing injury. Your safest bet is to not take such a child until he or she is healed or required that the natural parents provide adequate protective devices.

Q. In the case of a day care mother who rents, who is liable for the injury to a child, the day care mother or landlord?

A. Sometimes you and sometimes the landlord. It depends on which of you has undertaken the maintenance of the area or object whereby the child was injured. Again, you should definitely have renter's liability insurance.

What is important to remember is that you have a duty to call a doctor or ambulance in the case of any serious or possibly serious injury. Then let the doctor decide whether or not to treat the child if the natural parents cannot be reached.

Another important thing to remember is to be sure all the children's toys, play equipment, and the areas in which they play are safe and free of hazards.

Also, be sure at all times that the children under your care are being properly supervised and looked after.

If you follow these general steps, you will probably never have to worry about being sued.

Small Claims Court can be used to recover money owed you for day care services. The only costs involved are a filing fee and costs of having a subpoena served.

LIST OF FREE OR INEXPENSIVE PUBLICATIONS

Dodson, Fitzhugh. How to Parent. New American Library Paperback, 1301 Avenue of Americas, New York, N. Y. 10019. 1971. $1.25.

The Scrap Book - A collection of hundreds of activities for pre-schoolers. Perry Nursery School, 1541 Washtenaw Avenue, Ann Arbor, Michigan. 1972. $2.00.

Lund, Doris, ed. Choosing Toys for Children of all Ages. American Toy Institute, 200 Fifth Avenue, New York, N. Y. 10010. Free.

Your Child from 1-6. Washington, D. C. Childrens Bureau Publication #30, 1962. Available free from your Congressman's office, or from Sup't of Documents, U. S. Government Printing Office. Washington, D. C. 20402. 20¢

Galambos, Jeanette. Discipline and Self-Control - a program manual and study guide. Washington, D. C. Project Head Start, Office of Child Development, HEW, Washington, D. C. 20201. Free.

Looking for Health. Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Ave., N.Y. 10010. Free.

Co-operative Extension Service publications on Child Development:

#E565 - Child Guidance Techniques

"Dear Parents" Newsletters:

#1	Do you expect too much?	- #432A
#2	Naughty or learning	- B
#3	Mealtime - happy or hectic	- C
#4	Helping or forcing	D
#5	A child's day	- E
#6	Setting the stage for discipline	F
#7	Setting limits in discipline	G
#8	The "why" of behavior in discipline	H
#10	A young child looks at himself	J
#11	A young child looks at other children	K
#12	A young child looks at parents	L
#13	A young child looks at grandparents	M
#14	Questions which parents ask	N
#15	Children and values	O

#E588 - Feeding the preschooler

#E437 - Development and behavior from birth to five years

1 copy of the above publications free from the local County Extension Office, Rm. 1, County Building, Ann Arbor, 48108. Quantities can be ordered from MSU Bulletin Office, P.O. Box 231, East Lansing, Michigan 48823.

00071

(Check with the Co-operative Extension Service at your state university for additional information about bulletins on child care and child development.)

Infant Care. Children's Bureau Publication #8, U.S. Department of H.E.W., Washington, D.C. 20201, or free from your Congressman.

Day Care Publication #2, Serving Infants; #9, Family Day Care. Office of Child Development, H.E.W. (available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402) $.75; $1.90.

PART II

SUMMARY REPORT OF THE EDUCATIONAL

DAY CARE CONSULTATION PROJECT

00013

Introduction

The growing national demand for supplemental child care, along with the high cost of establishing and maintaining developmental day care programs, has resulted in increased attention to the vast network of family day care arrangements.

Family day care is appealing because it most closely approximates a home, the world familiar to a young child. It is neighborhood-based, requires little or no transportation, is flexible in its hours, adaptable to parental needs, and allows children of different ages in the same family to remain together. Family day care is the primary child care setting outside the home for children under 2½ years of age and meets the needs of many youngsters who are neither ready for the activity in a center nor ready to share the adult who cares for him with too many other children.

Coupled with the attractiveness of family day care for many parents is its appeal as an in-home occupation for the care providers. Working as family day care mothers has special appeal to those who have young children of their own and would prefer to stay at home with them; mothers are able to provide companionship for their children while supplementing family income. It is also an attractive occupation for those whose children are fully grown and who would like to continue doing what they feel they do best--child rearing.

Recognizing that family day care is an alternative to center care does not guarantee, however, that the quality of care offered will meet the developmental needs of children. Although all licensed day care homes must meet minimum standards, day care mothers demonstrate a wide range

10074

of skills and knowledge about child rearing practices, and the care they provide may vary greatly.

This paper describes a program designed to explore ways of providing additional support to day care mothers and the children they care for. The Educational Day Care Consultation Project, was sponsored by the School of Education at the University of Michigan in cooperation with the University's School of Social Services. A pilot study conducted in 1969-70 with ten day care mothers and their children had established the feasibility of the project (Radin, 1970).

Objectives of the program were:

1. To provide an on-site training program for family day care mothers that would:

   increase the skills and knowledge of the day care giver in fostering the development of pre-school-age children;

   increase the day care giver's perception of herself as a competent adult and professional child care giver;

   set up the possibility of a career ladder for paraprofessionals in family day care;

   foster continuity of care, exploring ways of developing good communications between providers and natural mothers;

   serve as a model for others wishing to set up a training program for family day care;

   to alert the day care giver to various resources available to her in the community;

2. To provide a continuing educational consultation service to trained family day care givers and to support community efforts to continue the training and consultation.

3. To develop an awareness among educators and social workers of the potential of the home as a learning environment and to help further the education of adults who work in the home.

4. To accompany the program with ongoing research that would:

   evaluate the effectiveness of the educational program;

   gather demographic and social-psychological data about family day care in Washtenaw County;

   provide financial information about family day care.

Sixty-three day care mothers and five aides complete in-service training. The program was shaped by the collaborative efforts of the day care mothers and two staff members. Consultation and guidance was directed towards helping the day care mothers achieve their own goals and purposes. Assistance was offered in a manner designed to encourage the participants to develop their own strengths and talents and to develop relationships with local resources and agencies.

We shared the assumption about the way people learn and grow used by Katz (1972) in describing the "Enabler Model" (to which our approach may be compared): "More meaningful learning occurs when people seek advice and assistance as the need arises, rather than when the need for help is identified by outsiders."

Recruitment of Day Care Mothers

The Washtenaw County Department of Social Services provided the names of licensed day care mothers who might benefit from the program. Priority for inclusion in the program was given to mothers who:

Were receiving Aid to Families with Dependent Children (AFDC);

Had no more than a high school education;

Had children in their care whose day care was paid for by the Department of Social Services;

Were recommended to the program by a Washtenaw County Department of Social Services Family Day Care licensing

worker;

Had previously cared for or were willing to care for children whose fees were paid for by the Department of Social Services.

In the second phase of the program, we tried to interest child care aides or relatives currently caring for children in the children's own home in training, but were unsuccessful in the attempt. Of the 75 "aides" we contacted, not one expressed interest in the program. Most of them said that they were working as aides only to help out a relative or friend and would not care for other children. Three high school students wished to qualify as aides and were trained. They served apprenticeships in established family day care homes. The Child and Family Service requested that we train two Homemakers who wished to specialize in the care of young children; this training not only proved satisfying to them, but also made the day care mothers and staff aware of how the Homemaker program might be a valuable resource in time of emergency.

Project Staff Members

The Project Director (full-time) was an educator experienced in preschool and center day care as well as in administration and teacher training. It was her responsibility to select or prepare written materials, choose films, and enlist the participation of community resource people in the group meetings. Her duties included supervising the Educational Consultants, conducting staff meetings, and collaborating in the research. During the second year of the program she was responsible for leading the group discussions, and she provided telephone consultation to many mothers after their training period ended.

The Research Director (half-time) carried out previously planned research and designed new research, creating many original instruments. She attended staff meetings and was an integral part of the staff. She stressed the importance of action research useful and meaningful to the day care mothers.

Three Educational Consultants who participated in the program as regular staff members (half-time) from 1971-73 were personally responsible for making home visits to eight day care mothers every other week, and reporting on each visit. The consultants also provided transportation to the group meetings for mothers who needed it.

A major goal of the program was to create a step in the child care career ladder that would bridge the gap between the paraprofessional and professional in early childhood education. The position of educational consultant in family day care is such a bridge.

Educational consultants were selected for their demonstrated competence as teacher assistants in such early childhood education programs as Head Start and for their desire to continue their undergraduate education. They were members of the community from which the day care mothers were drawn, and two of them had been day care mothers themselves. The program provided a stipend which included tuition so that they could work in the program and continue their education.

At the beginning of the project, a training program for the consultants were initiated (Green, 1972). There was a focus on the special characteristics of family day care, the potentialities of the home as a learning environment, and an exploration of the consultant's

20078

own attitudes toward childrearing. Problems that might be encountered in the consultant role were also discussed. Continuing in-service education occurred as project staff members learned (along with the day care mothers) from community consultants invited to participate in the program. Two to three hours each week were devoted to a staff meeting at which problems of individual mothers and children were discussed by the consultants and suggestions were made for handling them. Ideas about the types of information and materials to be used for home visits were exchanged, and decisions were made as to which toys and games would be useful educational materials. During the final year of the project, consultants were asked to participate in all evening group meetings in order to incorporate concerns expressed during their home visits.

Four graduate students in early childhood education participated in the project. Three served as educational consultants, visiting homes and participating in the evening group meetings, and one provided a series of workshops on Montessori materials and methods. Four graduate students in social work also participated. Three served consecutively as leaders of the evening group discussions during the 1971-72 program. The fourth organized a discussion group of parents of children in family day care and participated in evening group discussions.

A half-time secretary completed the staff.

Program Features

The program involved:

Group meetings of staff and day care mothers to provide opportunities for sharing ideas of mutual concern (Appendix A);

00079

Individual Home Visits;

Provisions of educational materials for the day care mothers;

Provisions for $50.00 worth of educational materials and equipment for the children which were selected by the day care mother with the help of her Educational Consultant (Appendix B);

Enlistment of aid from community institutions and resources which might serve family day care.

The first phase of the program extended over eight months and included bi-weekly home visits and group meetings. The 24 mothers (Group I) were divided into two groups for the meetings, and each was paid $30 a month for participating in the program. (This sum included transportation and child care expenses.) The mothers themselves indicated that they did not need to be paid for coming, but that they would like financial assistance for equipment.

The second phase experimented with two training periods of five months each with the same bi-weekly two-hour home visits and ten group meetings. However, the $30 monthly allotment was reduced to $10 monthly for transportation and child care, and each mother received $50 worth of educational materials and equipment. Forty-one people (Groups II and III) were trained during this period.

Because mothers expressed their preference for weekly contacts, our present recommendation is for 15 weekly group meetings and for 15 concurrent weekly home visits in fall or spring to meet the most immediate educational need of a family day care mother. Money for transportation and baby sitting should be provided, as well as transportation by the staff when necessary. The same provision of $50 a month for educational

equipment is recommended.

The most effective coordination between home visits and group meetings occurs when the entire staff participates in group meetings.

Group Meetings

During 1971-72, topics to be discussed at the group meetings were not planned in advance, so that the day care mothers could discuss whatever they thought was important. A checklist of possible topics for future discussion at group meetings was included in the interview the educational consultant held with each mother during her first home visit. In subsequent training periods, the consistency of preferred topics attested to the fact that there is a common core of information which day care mothers seek. These topics formed the basis of the suggested outline for group meetings (Appendix A).

The opportunity to meet and talk with each other about mutual concerns was a great source of satisfaction to the day care mothers. Friendships were established, mothers visited back and forth with their day care children, took field trips together, and two mothers moved next door to one another so that they might carry on their program together. A Family Day Care Council grew out of these meetings.

Home Visits

An interview developed and used during the first home visits proved an effective way of getting to know the day care mothers quickly and to individualize home visits according to expressed needs.

Because day care mothers consistently asked for activities to use

30081

with the children, the home visits emphasized this kind of practical information. During the final training period, a language activity or learning game, an activity to develop fine-muscle coordination, and a large-muscle activity were demonstrated during each visit. The home visitor explained to the day care mother how each activity was related to the developing abilities of the children.

A record was kept of each home visit. If the consultant felt that a mother needed help in a certain area (discipline for instance) but did not seek it, the subject of discipline might be raised in a general way at a group meeting and the consultant might then refer to this discussion if the problem came up again during her home visit.

A summary sheet of the subject matter introduced at the home visit was kept, along with the reports of each visit, so that the consultant would have a record of activities she had introduced, and could balance her suggestions of ideas.

Four day care mothers could not participate in the group meetings, but welcomed the home visits. All the mothers reported that the children looked forward (eagerly) to the consultant's visit.

Educational Materials

The decision to include $50 of equipment per mother was carefully considered. Since food, clothing, and shelter had necessary priority, there was little money for playthings for the children. Our findings indicated that although most caregivers do spend some of their day care income for toys, these are sometimes few in number and of poor quality.

The basic materials described at the beginning of the educational materials list (Appendix B) were used for making toys and games as well as for art activities. Making toys and games not only saved money but also encouraged parents and children to create and use toys and games of their own making.

We decided to buy paperback, rather than hardcover, books. We chose from the list of child-tested favorites so that day care mothers not used to reading to children would be assured of a successful experience and encouraged by the responsiveness of the children.

Our list of educational equipment was based on the following criteria:

.If you can make it or substitute a safe household object for the manufactured product, don't buy it. The developmental needs of young children can often be satisfied by the simplest of materials.

.The toy should be useful at many age levels: blocks, wagons, telephones, puppets, record players and many other of the items can be used by 2- to 11-year-olds.

.The toy should have staying power and should be able to be used in many different ways. A toy cash register may be an item for fascinating exploration by a two-three year old who can spend long blocks of time just pushing down its buttons and wathing the drawer pop open. For the youngster beween 3 and 11, a cash register serves as the critical prop for endless hours of store play--reliving trips to the supermarket, the shoe store, or the gas station.

.Many toys and games were selected because they encouraged interaction between the day care mothers and the children. Others were selected because of their inherent attractiveness as generators of language and dramatic play which could be carried on within reach, (but not necessarily under the direct supervision of) the day care mother. Many mothers had expressed their need to get away, psychologically at least, from the youngsters for a bit during their nine-hour

day and toys were included so that she might be able to carry on her household tasks or be less involved at some points in the day.

A storage shelf-cabinet at child's eye level was provided as part of the equipment for each day care home so children could easily find and return their playthings.

A rotating library of toys was established during the 1972-73 program on the assumption that a number of toys and games could be rotated from home to home, thus providing new experiences. This was successfully done with large equipment: three Vari-play triangle sets (which can be used in many ways for a car, obstacle course, teeter-totter, slide,), a magnifying stool and two sets of rubber hand puppets are now part of the 4C-Rotating Toy Library and continue to be used in the family day care homes.

As day care mothers and consultants observed the different ways children used the materials, toys, and games, discussions about child development and about strategies for handling social problems developed in a natural way. All the mothers (and children) welcomed the stimulation the equipment provided.

Community Services

Although Washtenaw County is rich in community resources, most of the day care mothers did not know what these organizations and agencies had to offer or how to contact them. The Educational Day Care Consultation Program provided a bridge to these services. Representatives of community-service organizations participated in the evening group meetings.

Mothers heard representatives from the Health Department, Department of Social Services, Legal Aid, County Extension Service and Red Cross. University faculty members from the School of Education, the School of Public Health and the Medical School spoke to them.

Local publishing companies provided free paper for arts and crafts; lumber companies supplied wood scraps for construction. The county extension agent and the local congressman's office provided free publications. (A list of such free or inexpensive publications is included on page 62). The Community Coordinated Child Care (4C) agency published a Community Resource book which became a link to many resources. Our family day care mothers were added to the mailing lists of these organizations.

Concerns about the inefficiency of the day care referral service which surfaced at one group meeting were communicated to our local Department of Social Services. A group meeting on income tax, was well-attended.

Three Neighborhood Youth Corps teen-agers spent the summer of 1972 making a set of protytype homemade equipment (more than 50 homemade games and toys) for demonstration, and then went on to make many more for use in the homes, sometimes accompanying the consultant on a home visit to see how the children used them. They also illustrated "Box Bonanza -- 66 ways to Use a Cardboard Box" for distribution to the mothers. A Girl Scout troop used "Box Bonanza" to make playthings for day care homes.

Project Community, a practicum course at The University of Michigan, was contacted to provide a change of pace or some relief

for the isolation of many of the day care mothers. Twenty-two day care mothers invited them into their homes on a regular basis. Students came to the homes with their individual talents in music, art, story-telling, and willingness to give of themselves. Some students encouraged the day care mothers to take an afternoon for themselves.

Other community resources were used. The social work students referred day care mothers to appropriate agencies when they asked for help. A day care mother was helped by the Legal Aid Society to recover unpaid fees. Thirty-two day care mothers completed a six-week first aid course. One mother who suspected that one of her day care children was hard of hearing sought and received help from the University's Educational Management Center. The Center consultant worked with the day care mother and her educational consultant in planning for the child.

Five day care mothers have returned to school: one to complete high school; another to enroll in the child-care program at Washtenaw Community College; one to take work at Eastern Michigan University in Early Childhood Education; and two others to take course in special education at The University of Michigan.

After the end of the 1971-72 training period, day care mothers continued to meet monthly with the director of the program. As each training group ended, more mothers expressed interest in continuing to meet. A meeting was then set up to organize a Family Day Care Council, and, at the program director's request, the County Department of Social Services informed the 200 day care mothers in the county of the first

meeting of the Council. The meeting was well attended.

Primary goals of the council are to make its commitment to quality family day care more visible in the community, to continue day care mothers' education through workshops and meetings with consultants, and to create its own referral service. The Council has been supported in its efforts by the Washtenaw County Department of Social Service and the 4C coordinator who is a member of the Council board.

The Ann Arbor City Council has provided revenue-sharing funds to support the continuation of our program of education for a group of Ann Arbor day care mothers through 4C's.

Research Component

The popularity of family day care makes it an important child care alternative. As such, family day care warrants the attention of researchers who are interested in the welfare and development of children. Several questions can be raised. Who are the family day care givers and who are the children in their care? How can licensing agencies and parents identify good caregivers? Does family day care provide a realistic job or career opportunity for people interested in working with children? Should special training programs be available for family day care givers?

These are just some of the questions that need to be answered about family day care. Unfortunately, there is currently, little empirical information available. Therefore, during the course of the Educational Day Care Consultation program, efforts were made to develop

J0087

techniques and instruments to use in gathering relevant data.

Twelve instruments were used to measure the attitudes, perceptions, and behaviors of a sample of care providers in Washtenaw County. Nine instruments (Educational Materials Inventory, Child Management Open-ended Questionnaire-original and revised, Day Care Mothers' Self-Rating Scale, Goals for Day Care Children Scale, Child Care Career Aspirations Questionnaire, Child Rating Scale, Child Rearing Values Comparison Questionnaire, Daily Cost Questionnaire, and Consultant's Rating of Day Care Mothers Scale) were developed by the project staff. Three instruments, the Pupil Behavior Inventory, the Gurin-Revision of Rotter's Scale of Internal-External Control, and the Glasser-Radin Revision of the Parental Attitudes Inventory, had been used previously.

Based on these instruments, eight variables were analyzed for the day care givers. These were (1) self ratings or role-specific self-concepts; (2) goal emphases for day care children; (3) caregivers' plans to remain in day care; (4) internal-external control orientations; (5) parenting attitudes regarding strictness, equalitarianism, rejection of the homemaker role and authoritarianism; (6) relative quality of role performance; (8) child rearing expectations agreement with the natural mothers. Demographic information for the day care mothers sample and the children in their care was also included. Ninety-seven licensed day care givers were included in our studies. This number represents 48% of the total number of licensed homes in Washtenaw County for the two year period, 1971-1973. Sixty-three of the day

00058

care givers participated in the Educational Day Care Consultation Projects and the remaining 34 served as matched controls.

Day Care Givers

Our sample consisted of 97 day care mothers. Our average day care mother was a white high school graduate in her mid-thirties. She was married, had two children of her own, and her husband had a semi-skilled to skilled occupation. She had been licensed for day care approximately three years, and was caring for three children. (See Tables 1 and 2).

Thus, with our sampling restricted by the criteria previously noted, we found licensed caregivers in the Ann Arbor-Ypsilanti area to be relatively young, well-educated wives and mothers who are in family day care because they enjoy working with children, want to stay home with their own children, and need money. In spite of their interest in children, only 12% had previous child-related work experience.

Our demographic data also indicated the relative absence of certain categories of persons in licensed family day care: men; women over 50 years of age; single women; and women without income over and above their day care earnings. Approximately 40% of our sample was black.

Day Care Children

The 97 day care mothers sampled were caring for approximately 300 children. We were able to obtain demographic information on 100 of these children. The sexes were equally represented, and the average

TABLE 1

DEMOGRAPHIC INFORMATION FOR DAY CARE MOTHERS IN ANN ARBOR-YPSILANTI AREA (N=97)

VARIABLE	N[1]	X/%
DCM Age in Years	90	34.5 yrs
DCM Education[2]	85	4.0 (Somewhat less than high school graduate)
Husband's Education	74	4.0 (High school graduate)
Husband's Occupation[2]	71	5.5 (Between skilled and semi-skilled)
Percentage Married	73	75.0
Percentage Black	38	40.0
Percentage on ADC	24	25.0
Number Own Children at Home[3]	57	2.4 children
Percentage with Preschoolers at Home	52	57.0
Number of Years Licensed	90	2.9 yrs
Number Day Care Children	83	2.7 children

[1]Means and percentages were computed using the nubmer of cases available for the variable; missing data was not averaged as zero.

[2]Coding variables follow Miller, D., and Swanson, G. (1961) in Inner Conflict and Defense

Education Rank: 1 = Grad work or professional school; 2 = College graduate; 3 = 3 yrs college; 4 = High school graduate; 5 = 10-11 yrs of high school; 6 = 7-9 yrs 7 = less than 7 years.

Occupation Rank: 1 = Higher executive, professional/proprietor 2 = Lesser executive, professional/proprietor 3 = Small independent business 4 = Clerical worker; 5 = skilled worker 6 = Semi-skilled worker; 7 = unskilled worker

[3]Information from 1971 day care mother groups not included since only their number of preschool age children was recorded.

TABLE 2

FREQUENCY DISTRIBUTION FOR
DAY CARE MOTHER DEMOGRAPHIC INFORMATION

DCM Age (yrs)	N	%
21-30	41	46
31-40	25	28
41-50	15	17
51-60	4	3
61-70	5	6

#Yrs Licensed	N	%
0-6 mos	25	28
1-2 yrs	34	38
3-5 yrs	17	19
6-10 yrs	11	12
11-30 yrs	3	3

#Own Children at Home	N	%
0	5	9
1	16	28
2	20	35
3-6	16	28

DCM Education	N	%
Some College	11	13
High School Grad	51	60
Less High School	23	27

Husband's Education	N	%
Some College	14	24
High School Grad	25	41
Less High School		

Husband's Occupation	N	%
Small Busn-Prof.	11	16
Clerical-Skilled	21	29
Semi-Unskilled	39	55

#D.C. Children	N	%
0	7	8
1	14	16
2	23	27
3	22	26
4	14	16
5-7	6	7

00091

TABLE 3

DEMOGRAPHIC DATA CHILDREN DESCRIBED CHILD
RATING SCALE (N=21)

VARIABLE	RANGE	MEAN %
Percentage White		95.0
Percentage Male		57.0
Age	6-19 mo.	48.6
Number Siblings	1-3	1.4
Length time cared	2-24 mo.	9.2
Percentage ADC Children		14.0
Percentage Full-time in D.C. home		55.0
Percentage Intact Family		62.0

30012

child was a white 3-year-old with one sibling, from a single parent home. (See Table 3).

The natural parents of the children (father information was underreported) were generally in their middle- to late-twenties; had attended, but not completed college; and had jobs classified as clerical according to Miller and Swanson (1961). In general, then, the natural parents of family day care children were younger, better educated, and had higher job classifications than the day care mother and her husband. However, natural mothers were more likely divorced or separated than were the day care mothers.

Of the 100 children sampled, most were in family day care full-time, (usually nine hours a day,) and had been at their current home an average of nine months. Child care fees for 29% of the children were paid by the Michigan Department of Social Services.

The young age of the children involved, the possible differences in their life styles of the natural and day care parents, and the amount of time that children spend in family day care point to the need of further examination of the socialization practices of family day care providers.

Identifying Good Caregivers

In our project, we attempted to compare the personal characteristics, child care knowledge and skills of our "best" program mothers with those of our "non-best" program mothers. The identification of "best" and "non-best" is a relative one based on the ranking by our educational

consultants of their assigned mothers. (This ranking was done at the end of a program session only.)

On subsequent analyses, we attempted to identify the discriminating characteristics for "best" and "non-best" caregivers by looking at self-ratings and consultant ratings across several behaviors and skills.

One group of program participants rated themselves on 78 characteristics, using a 5-point scale of "I'm really weak in this area" (1) to "I'm really strong in this area" (5). A second group of participants rated themselves on a 22-item subset. Consultants used a 29-item scale from "poor" (1) to "excellent" (5), to rate mothers at the end of their program sessions.

Both groups rated themselves as average and above on most of the childcare related skills and qualities sampled. While "best" mothers did not have significantly higher total self-ratings than "non-best" mothers, there were 10 items in which "best" mothers did rate themselves significantly higher than "non-best" mothers. "Best" mothers saw themselves as good at keeping children clean and neat, listening to what children say, sympathizing with children when they're hurt, getting children to talk about what is bothering them, and enjoying children. "Best" mothers also placed more emphasis on teaching children four values: honesty, self-respect, courtesy, and consideration for others.

Consultants rated "best" mothers significantly higher in ten areas. These were: (1) play space well-organized; (2) always plans activities; (3) encourages curiousity; (4) good model for children to

imitate; (5) able to provide a variety of constructive activities; (6) toys and learning equipment openly displayed and available to children; (7) always actively involved with children; (8) always sensitive to children; (9) can anticipate their needs; and (10) always talking to children.

"Best" and "non-best" mothers averaged about the same in education, number of years licensed and the occupational level of their husbands. Age approached significance with "best" mothers being on the average nine years younger than "non-best" mothers.

In general then, these findings indicate that the good family day care mother is someone who is sensitive to children, actively communicates with them and provides structure and stimulation that enhances development. These findings represent a beginning step in the further empirical identification of the characteristics and competence of quality child caregivers. More needs to be done in this area.

Career Opportunities

Several findings relating to payment rate, operational costs and financial needs indicate that family day care does not provide a realistic career opportunity. While undoubtedly some women make money in family day care, the majority of those we sampled made far below the hourly minimum wage. The fact that women stay in family day care with little financial renumeration lends credence to the notion that they are in it to provide a service and not to make money, as it is a job they are able to do in their own homes. However, 45% of our sample indicated

that their day care earnings were crucial to their family's financial survival. This led to the rather paradoxical conclusion that two kinds of people are family day caregivers: those who can afford to be, and those who cannot afford to be!

We found that while the caregivers sampled thought they should be paid an average of $5.20 per 9-hour day per child, the average parent payments were $4.61 per day per child, and the Department of Social Services rate was $3.00 per day per child. On an hourly basis this amounts to $.50 per hour per child paid by parents, and $.33 per hour per child paid by the Department of Social Services.

The argument can be advanced that at that hourly rate, with four children, a woman can make between $1.32 an hour and $2.00 per hour. However, our data indicate that 75% of our sample of caregivers did not keep four children; and unless all of her day care children were on the same schedule for the entire day a mother wouldn't make even this "deal rate" per hour.

Because of the difference in parental payments and Department of Social Services childcare payments caregivers increasingly lower their income potential as they take on AFDC children. The result is that a mother receiving $5 a day per child can make $20 per day or $100 per week if she has the maximum of four parent-paid children, while a mother with four AFDC children will earn only 60% of this amount - $12 per day or $60 per week! Such a discrepancy invites discrimination against the AFDC child, and indicates that state social services should raise its current payment to reflect the current parental payment rate more accurately.

Day care mothers also decrease their earning potential of they take more than one child from the same family; parents pay $5.00 per day for one full-time child and then often as little as $1.00 a day for an additional child. Day care mothers make such arrangements out of realistic consideration for working mothers, (especially those in low-paying jobs,);but such arrangements do exploit the day care mother.

The number of day care children that a mother cared for increased as her husband's job classification moved in the direction of less skilled. The less education a mother had, the higher number of children she cared for, and the longer she planned to stay in day care.

Another area which we began to explore was the use of earnings and the overhead costs of providing family day care. Our data indicates that day care mothers put one quarter or more of their income back into their operation, providing food for snacks and lunch, toys, educational equipment, taking the children for trips, making structural changes such as putting in fences, and buying disposable items like paper plates, towels, and diapers.

Probably long work hours and inadequate pay, coupled with real financial need, largely account for our finding that family day care is a relatively short term venture for the women involved. Two-thirds of our sample had been licensed for less than two years, while only one-sixth of our sample had been licensed for more than six years. Family day care cannot be promoted as a child-care career until adequate pay and improved community support are provided.

Educational Programs

Our sample of day caregivers was almost evenly split on the question of whether special educational programs should be made available for them. Those who said no special training was needed thought a woman's experience with her own children was sufficient, while those who said special training was needed indicated that areas in which special training was helpful were child development, activities for children, crafts, and first aid.

When asked whether special educational services should be available for day care mothers in Washtenaw County, 97% of the sample said they should be provided, preferably free, and at the time of licensing. The general feeling was that such an educational program would enable mothers to provide a well-rounded day care program, to keep up-to-date with new techniques and information and generally to become better day care mothers.

The majority of control mothers (not involved in individual consultation or group meetings) indicated that previously they had been exposed to virtually no information in the areas covered in the group meetings. In fact, one control mother indicated that the most relevant child-care information she received over the five-month period was from our project. She was interviewed twice, completed several forms and received some minimal material. The experience of our program indicates that there are many areas of particular relevance to family day care. Ideally, educational programming should be continuous, be readily available, and include individual consultations and group experiences.

Program Effectiveness

The effectiveness of the Educational Day Care Consultation Program

was evaluated across three dimensions: (1) the amount of participation (defined as the rate of home visits provided), the rate of group meeting attendance, and total program participation; (2) changes in program participants (but not in control group members) in feelings of efficacy, parenting attitudes, plans to remain in day care, and their perceptions of their day care children's behavior; and (3) the day care mother's perceptions of how the program benefitted her in terms of helpfulness of home visits and group meetings, and positive effects on day care children.

With regard to changes as the result of our programs, the two most dramatic findings were the perceived gains in program day care childrens' frequency of positive behavior and the day care mother's improvement across several program target areas.

It was expected that program day care mothers would perceive more social, emotional, and intellectual growth in the children they cared for than would control mothers. The Children's Rating Scale was used to measure increased frequency of selected behaviors for children of one group of mothers. While program and control children did not differ significantly in their total ratings at the end of the program, the day care children of program participants were found to have made significant ($p = .02$) gains.

On the Consultant's Rating Scale, one group of program mothers were rated significantly ($p = .001$) higher in their child care skills and qualities at the end of the program than they had been at the beginning. The areas in which the mothers averaged at least one rating higher, usually moving from average to good, were: caring for and enjoying children,

understanding and respecting needs of the individual child, being a good model for children, communicating with and understanding children, understanding the causes of behavior, being able to provide a variety of constructive activities for children, knowing what is generally characteristic of children of different ages, encouraging curiousity, having toys and learning materials openly displayed and available for children, and actively participating in children's play.

The majority of mothers indicate that the total program was helpful to them in: (1) providing them with a consultant who was really interested in children to talk with about their job and their children; (2) helping them to do more things with children; and (3) aiding in their discovery of resources available to them as day care mothers. Home visits and group meetings were seen as equally helpful in these areas.

Of the total group, 85% felt that they were better day care mothers than when they started the program. They gave us examples of their improvement on such things as understanding children better and knowing better how to handle problems. Day care mothers also reported that they had increasingly provided activities for their day care children in the areas of dramatic play, reading, musical games, block building and learning games.

These findings indicate that day care children were probably affected by changes in behaviors and attitudes of their day care mothers. When asked whether their participation in the program affected their day care children, 55% of mothers reported that it did. Their examples

00129

included "brought me awareness," "affected children indirectly," "they're calmer," "have more to do," "new and interesting equipment," and "they're getting a better day care mother." Mothers also reported that the children really looked forward to consultants' visits.

When demographic, attitudinal and behavioral characteristics for each day care mother were tested for association with individual program helpfulness scores, education, age and degree of participation were found to be the most significant predictors. The program was most helpful for mothers who had not completed high school when compared to mothers who had completed high school ($p=.01$) or had some college ($p=.02$). The older day care mother found the program more helpful than younger mothers ($p=.05$). An external locus of control orientation was positively associated with program helpfulness ($T = -2.36$, $p = .03$). When low, medium and high levels of program participation were used, those mothers in the high participation category found the program significantly ($p=.05$) more helpful than moderately involved mothers. There were no significant differences in program helpfulness when best mothers were compared to non-best mothers, for low vs. high self-rating, or for newly licensed mothers compared to experienced ones.

In summary, our data indicate that an educational program can be beneficial to family day care givers and to the children in their care. The need for multi-faceted family day care programming is an immediate one. It is clear that educational programs should be available to all family day care givers, and that professionalization should be accompanied by increasing recognition and financial renumeration. Investment in programs for family day caregivers can be an investment

30101

in the development of children.

Conclusions

In summary, we provided a bridge between the isolated family day care mother and the information and community resources she sought. Until the creation of the program, these resources were used minimally to serve family day care homes. We focused on the home as a learning environment. Instead of providing hard-cover books for children in families in which there were few books or magazines, we provided ten paperback versions of the same books, and the start of a children's library. Instead of relying on commercial material, we assisted with the making of homemade equipment to accomplish the same developmental goal while providing added pleasure. We reshaped our program to deal realistically with the role of the day care mother as a caretaker-educator of young children as well as cook, nurse, and administrator, and provided information and consultants to speak to these needs.

We worked toward and achieved these goals:

1. Encouraged the use of those age-appropriate materials and activities which encourage children to safely explore the world about them and grow in their mastery of it. For example we:

   used materials readily available in the home, built a repertoire of activities - art, songs, games, dramatic play - enjoyed by young children;

   introduced inexpensive prototype educational materials not available in homes;

   explored the use of outdoor areas for play that encourages physical development and intellectual growth, suggested ways of organizing available materials and space, planning a balanced program of indoor-outdoor activities, making transitions

00102

from one activity to another easily;

2. Built trust in the day care mothers by developing skills that increased their competence to handle daily problems. For example we:

   developed the parent interview guide;
   developed the first aid course;
   gave information on nutrition for young children;
   discussed ways of meeting needs of individual children;
   used "modeling" by home visitors interacting with children;
   offered a repertorie of ways of handling behavior problems so that day care mothers could understand the consequences of various forms of discipline and could plan activities and space to prevent problem situations from occurring.

3. Helped day care mothers understand the importance of the early years of life in establishing later patterns of human relations and learning. For example, we gave information about:

   general characteristics of various ages;
   growth and need for a stimulating environment;
   Piagetian stages;
   importance of play;
   need to establish trust and autonomy.

4. Helped the day care mother become aware of community resources which would help her. For example we met with:

   a legal aid lawyer;
   a public health nurse;
   case workers and licensing worker from Department of Social Services;
   a County Extension nutritionist;
   Community Coordinated Child Care service;
   Project Community students;
   The Homemaker Service.

5. Helped the day care mother see herself as a valued child-care professional:

   by individual home visits from consultants who shared her problems and supported her efforts;
   by group meetings which alleviated a sense of isolation and provided the support found in discussion of mutual concerns;

by including her on mailing lists of Cooperative Extension Service and local chapter of National Association for the Education of Young Children;
by aiding the creation of the Family Day Care Council;
by providing the opportunity for a group of day care mothers to appear before the State Department of Social Services Advisory Board on Day Care.

6. Created a new career possibility in child care, The Educational Consultant for Family Day Care. The educational consultants employed by our program have been able to share their skills with the family day care mothers in their community and at the same time continue their own professional education.

7. Designed an interdisciplinary program that would draw on resources in the fields of early childhood education and social work. The placement of graduate students in the program -- social work students as leaders of group meetings, education students as consultants -- provided them with a field opportunity for learning about family day care.

8. Fostered continuity of care between natural parents and family day care mothers; although we fell short of this objective, we opened up communication by the development of a first interview between parent and day care mother, an instrument that later permitted them to compare goals for the children.

9. Carried out relevant action-oriented family day care evaluation which contributed to knowledge about licensed day caregivers in Washtenaw County.

10. In collaboration with the day care mothers we developed a program which might form the basis for further development in quality home care.

30109

APPENDIX A

GROUP MEETINGS

An outline of the topics, objectives, resource materials, and consultants with some pertinent comments on particular meetings.

Session I. Overall introduction to the program and to each other -- the importance of day care mothers as caretakers of young children --

A. Introduction of staff and day care mothers to one another.

B. An overview of day care in the community and the number of day care mothers to be included.

C. The goal of the program:

*to provide an opportunity for the exchange of ideas and information through group meetings

*individual home visits for consultation on activities for young children, understanding their development, guiding their behavior and other concerns related to day care

*the provision of educational materials to carry on the program

*information about helpful community resources

Resource materials for distribution: At Home With Children. The Scrap Book -- a collection of activities for preschoolers.

D. Explanation of the first interview which was prepared for the purpose of getting to know individual day care mothers so that the group meetings and consultation might meet individual needs.

Session II. Child Growth and Development -- early development

Film: Rock-a-bye-Baby(Time-Life) -- a superb film that raised much interest in a discussion of the

need for adult-child interaction and stimulation in the early years.

Resource materials: More Than a Teacher - Lois Murphy.

Session III. What to Expect at Different Ages -- Discussion with Developmental Psychologist.

Resource materials: Your child from One to Six. Development and Behavior from Birth to Five. (Government publication)

Session IV. Choosing Toys and Games

Demonstration of equipment that would be made available through the program with special emphasis on the developmental purposes they served.

Film: Dramatic Play (Campus Films). This film was selected to explain the meaning of dramatic play to mothers who were unfamiliar with it and to demonstrate how children might use the toys available to them.

Session V. The Meaning of Play for Children

Our discussion was most effective when, after a brief presentation on the many meanings of play and criteria for choosing toys in terms of the developmental needs of children, the mothers separated into three groups according to interest in discussing activities enjoyed by infants, toddlers and preschoolers. Each group was led by an educational consultant. A mother in each group then presented the results of her group's discussion to the larger group.

Workshop: A half hour workshop during which each mother made a piece of play equipment from inexpensive materials. Mobiles of paper plates, yarn and colored paper were made for infants. Pull toys were made for toddlers. Learning games or larger equipment, such as doll cradles and garages, were made out of cardboard boxes for preschoolers.

Resource materials: At Home With Children -- Box Bonanza. The Scrap Book. The Child Care Project, The University of Michigan

Session VI. How Children Learn -- Home as a Learning Environment -- Preparing Children for School

The ways children learn, social demands, imitation, identification, exploration, discovery, trial and error and manipulation on their own initiative, were discussed, with the mothers contributing examples from their own experience. Special emphasis was given to looking at routine household activities that provide learning experience for young children, such as helping to sort laundry by color or texture, or toy cleanup as exercises in classification.

Much discussion revolved around some of the mother's feeling that teaching children "to mind" was one of the best ways to prepare them for school.

Resource materials: Ways Children Learn -- Lois Murphy.

Session VII. Language Development in Young Children

Special emphasis was placed on listening and responding to questions, building vocabulary and meaning by conversations about ongoing activities. Examples were: explaining what you're doing while baking a cake; encouraging children to put their feelings into words; language games; finger plays; songs and play activities which generate language such as toy telephone and dramatic play.

Resource materials: Serving Infants -- section on Language. At Home with Children -- Finger plays, Language Games.

Session VIII. Reading -- how children become "hungry to read" -- reading that isn't in books -- books for preschoolers -- writing stories with children.

Discussion with specialist in children's literature.

Resource materials: At Home with Children -- Books preschoolers choose.

Session IX. Nutrition -- Inexpensive nutritious meals for preschoolers; cooking with children, sharing of recipes.

Discussion with County Extension Nutrition Aide who brought sample trays of raw vegetabls and fuits appropriate for snacks. The first County Extension

Agent who had been invited to speak on this topic focused instead on the need for dieting among the day care mothers, causing much dismay. In contrast, the aide who shared her expertise and her enthusiasm for new foods, was extremely well received and what she had to say well remembered.

Resource material: Film, Jenny is a Good Thing. (Headstart film)

Session X. Use of Time

Adult time -- what goes into a day care mother's day.
Child time -- how a child perceives time -- planning the day to make it work for you and the children. This included a discussion of time for preparing meals, time for one's own children, scheduling, and time for oneself.

Session XI. Use of Space -- how to make the most of the space you have for play -- indoor and out; safety; cleanup; where to keep toys and games

Resource material: At Home with Children

Session XII. Guiding Children's Behavior -- discipline -- how to enjoy life with young children.

Discussion revolved around a list of problem situations raised by the day care mothers. We looked at possible causes: in the developmental ability of the child, in the situation, or in the experience of the child, and then considered alternative ways of handling the problem.

Resource materials: Away from Bedlam -- Lois Murphy. Discipline and Self-Control -- film guide by Jeannette Galambos.

Session XIII. Children with Special Needs -- how to know them, how to help them.

Discussion with specialist in special education. The discussion revolved around problems with shy children, hyperactive children, angry children and children who seemed to have learning problems.

Session XIV. Working with the Children's Parents -- what you want to learn from them, tell them; emergency information, caretaking contracts, fees; parents as

partners in setting goals for children.

Outline of "First Things First" -- the interview with parents from At Home with Children was used as a basis for discussion.

Resource material: Chapter on "Working Mothers" in Your Child is a Person by Chess, Birch, and Thomas.

Session XV. Community Resources -- for free and inexpensive materials; for health, dental, legal and psychological services; Department of Social Services Day Care Division and Referral Service.

Many community consultants met with the mothers. The information they shared now form part of At Home With Children. During the last year of the program, our local 4C prepared a Community Resource Book and this was distributed to the mothers. Arrangements were made for a six week First Aid course which followed each of the two last training periods.

Resource materials: At Home with Children -- There's help for you in the community. Washtenaw Co. 4C Community Resource Book.

Session XVI. Income Tax and Family Day Care -- record keeping and expenses, deductions for parents, social security payments.

Discussion with Internal Revenue Agent. The Article on "Income Tax Deductions for Family Day Care" which is contained in At Home With Children was discussed during each training period.

APPENDIX B

SUGGESTED TOYS AND MATERIALS
FOR FAMILY DAY CARE HOMES

These materials were distributed to all day care mothers:

Material
- Scrapbook
- Paperback children's books
- Scissors
- Elmer's glue
- Library paste
- Hole punch
- Paint
- Large crayons
- Paint brushes

Other Art Materials:
- Drawing and painting paper
- Playdough
- Other

Workshop:
- Complete tool set
  - Hammer
  - Nails
  - Saw
  - Wood

Table games and toys:
- Alphabet set
- Puzzles
- Card games -- (Go Fish, Animals, Birds, Fish)
- Tinkertoys (small set - medium - large)
- Lego (small plastic building blocks)
- Picture Lotto
- Number learner
- Wooden beads and laces
- Candyland (game)
- Landscape pegs
- Looney Links
- Mobiles (for infants)
- Nesting toys for infants
- Plastic shapes and rods (for infants)
- Soft animals (for infants and toddlers)
- Animal pillow shapes (to make)
- Cradle gym (for infants)
- Magazines for cutting up
- Children's catalogs to look through

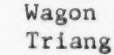
Large Muscle Toys
- Large ball
- Large shovel and rake set
- ATV Truck to ride on and carry things (heavy duty plastic)
- Buckets
- Pull toys
- Blockbusters (heavy cardboard blocks)
- Wooden blocks
- Scoop ball

Water toys
- Boats
- Plastic measuring cups
- Plastic bottles

Make-believe play
- Animal puppets
- Dressup clothes (used hats, shoes, dresses, etc)
- Mirror for children
- Babydolls
  - Black
  - White
- Aluminum set doll dishes
- Housekeeping equipment (small broom, mop, carpet sweeper)
- Two toy telephones
- Small people
- Coin changer (like cash register)

Music
- Record player
- Records
- Musical Instruments
  - Xylophone
  - Bells on handle
  - Marachas
  - Triangle

Toys to "Let off steam"
- Playdough
- Punching bag
- Pounding bench
- Wooden workbench (screws, hammers)
- Scoop ball
- Other

Outdoor equipment
- Large ball
- Rubber tires
- Wagon (ball bearing) (small, large)
- Triangle set (car -  teeter-totter -
- Slide -) on loan
- Shovels and pails
- Rakes and hoes

Outdoor equipment (cont'd)
Bat and ball

Storage equipment
Shelves with sliding doors

Many household activities are fun, and are also learning experiences for youngsters. How often do you do these with the children?

	Once a day	Once a week	Once a month
Set table	_____	_____	_____
Serve snacks or lunch	_____	_____	_____
Fold clothes	_____	_____	_____
Clean up table	_____	_____	_____
Prepare food	_____	_____	_____
Bake	_____	_____	_____
Cook	_____	_____	_____
Sorting clothes, toys	_____	_____	_____
Wash dishes	_____	_____	_____
Put away toys	_____	_____	_____
Vacuum	_____	_____	_____
Dust	_____	_____	_____
Go shopping	_____	_____	_____
Help shop	_____	_____	_____
Garden	_____	_____	_____
Yard work (raking leaves)	_____	_____	_____

Do you have a place to put children's games and toys so they can reach them?

shelves toybox cardboard boxes

What kind of trips do you go on with children?

walks around the block

walks to park or playground

other --

Would you like to take more trips if transportation were provided?

Television -- what programs are especially liked by children?

Activities without equipment	How often do you do these?		
	Once a day	Once a week	Once a month
finger plays	_____	_____	_____
dancing	_____	_____	_____
word games	_____	_____	_____
guessing games	_____	_____	_____
exercising	_____	_____	_____
singing	_____	_____	_____

What do you have in your backyard now?

Do you have a playground nearby that you use?

What have you used that you had around the house for play equipment? (Ex. bridge tables covered with sheets for houses, pots and pans, chairs for trains or tents.)

APPENDIX C

THERE'S HELP IN THE COMMUNITY FOR YOU

These are just some of the community resources that we found of help to family child caretakers. If you look in the Yellow Pages of your telephone directory under Social Service Agencies, you can find the address of your local group -- and perhaps other agencies which might be of help.

COUNTY DEPARTMENT OF SOCIAL SERVICES offers assistance in the form of grants for Aid to Families with Dependent Children, Aid to the Blind, Aid to the Disabled, Medicaid, Food Stamps, Direct Relief. It also works with Foster Homes, Adoption, Protective Services, Day Care Center Licensing, Day Care Home Licensing and Juvenile Delinquency. Some departments have a day care home referral service which you might call when you would like to include more children in your program or help find suitable care for any child you might not be able to place.

LOCAL HIGH SCHOOLS, COMMUNITY COLLEGES AND COLLEGES. Many students like to provide service to the community and enjoy sharing their special skills -- puppetry, story telling, crafts, dancing -- with young children. Some might come on a regular bases for an hour or afternoon to provide tutoring or a "change of pace" for you and the children.

GIRL SCOUT AND BOY SCOUT TROOPS enjoy making toys and games for community service projects. "Box Bonanza" on pages 28-35 will give them some ideas on things they might make.

AMERICAN RED CROSS offers free courses in First Aid. They have a new programmed Basic First Aid course which you can study on your own. Older children (9 and up) might enjoy studying it with you.

COMMUNITY COORDINATED CHILD CARE COUNCILS (CCCC) are to be found in many communities. They are designed to help child care facilities by coordinating services, buying equipment and training programs. They often have an information and referral service as well as reference materials on child care.

COUNTY DEPARTMENT OF PUBLIC HEALTH usually provides free TB tests and immunization "shots." Public health nurses are available for answering questions about health matters. Many departments offer health screening programs.

CHILD AND FAMILY SERVICE AGENCIES offer family-centered counselling and treatment of problems in marriage, parent-child relationships, behaviors of children and teenagers, personal adjustment problems, budgeting and money management.

HOMEMAKER SERVICE may be part of another agency (ours was in the Child and Family Service). Homemakers who are specially trained are available in times of emergency and might be called on to help out if you become ill. The main goal of the service is to maintain family stability in times of stress or crisis when a parent is incapacitated or forced to be away from home by an emergency (hospitalization).

LOCAL HOSPITALS offer child health clinics.

LEGAL AID SOCIETY provides legal services and counseling for county residents who are financially unable to afford a private lawyer. They have helped day care mothers who have had difficulty in securing payment for their services.

LOCAL PUBLIC SCHOOLS might help you in finding other agencies in your community which serve children and their families.

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30113

Postscript

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